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ABSTRACT

This publication supplements the "Elementary Physical Activities; Teamwork produced by the British Columbia Department of Education. It includes additional lesson plans in games, dance, and gymnastics as well as resource information about other areas of program development. Lesson plans are grouped into primary and intermediate sections. Examples of both structured and creative activities are provided. (JD)

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PROVINCE OF BRITISH COLUMBIA

DEPARTMENT OF EDUCATION

DIVISION OF INSTRUCTIONAL SERVICES

CURRICULUM DEVELOPMENT BRANCH

RESOURCE SUPPLEMENT FOR THE ELEMENTARY SCHOOL PHYSICAL EDUCATION GUIDE

SP 014 303

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TABLE OF CONTENTS

This Resource Supplement publication supplements the Elementary Physical Education Curriculum Guide, and includes additional lesson plans in Games, Dance and Gymnastics as well as resource information about other areas of program development.

CONTENT	Page No.
EXAMPLE LESSON PLANS FOR GAMES	2
EXAMPLE LESSON PLANS FOR DANCE	18
EXAMPLE LESSON PLANS FOR GYMNASTICS	44
SCHEDULES AND PROGRAM IDEAS	98
Intramurals	98
Extramurals	102
Perceptual-Motor Programs	105
APPENDIX - ADVENTURE PLAYGROUNDS	108

IT SHOULD BE NOTED THAT THIS RESOURCE SUPPLEMENT IS A TEACHING AID ONLY AND IS NOT PRESCRIPTIVE.

EXAMPLE LESSON PLANS FOR GAMES

The following lesson plans are grouped into primary and intermediate sections. In each section examples of both traditional and creative games' lessons are provided. The examples are not to show a sequence of lessons, but rather to provide ideas in a variety of methods and techniques.

CONTENT — Page No.

PRIMARY: TRADITIONAL GAMES

Ball Bouncing 3
Kicking Skills 4

CREATIVE GAMES

Ball Bouncing Skills 6
Running Skills 7
Throwing and Catching Skills 8

INTERMEDIATE: TRADITIONAL GAMES

Hardball Skills 9
Handball Skills 11
Field Hockey Skills 12

CREATIVE GAMES

Basketball Skills 14
Volleyball Skills: Serving 16
Soccer: Moving the Ball with the Feet 17

PRIMARY TRADITIONAL GAMES

THEME: Ball Bouncing.

MAIN EMPHASIS:
1. Controlling a ball for a single bounce.
2. Bouncing a ball continuously.
3. Varying the height of the bounce.

PART I: INTRODUCTORY ACTIVITY

Find a partner and play bounce and catch with a ball.

PART II: THEME DEVELOPMENT

Each child with a ball.

1. Bounce and catch the ball in a personal space.
2. Bounce the ball low and catch it.
3. Bounce the ball high and catch it.
4. Bounce the ball low continuously.
5. Bounce the ball waist high continuously.
6. Move slowly about the floor bouncing the ball continuously with control.
7. Repeat the above and change (a) speed
   (b) direction
   (c) type of bounce

PART III: FINAL ACTIVITY

Game - "Teachers Choice"

Latchow, A Pocket Guide for the Elementary School, page 77

PRIMARY TRADITIONAL GAMES

MAIN EMPHASIS: Kicking Skills:
To stop, aim and kick a ball with accuracy.

PART I: INTRODUCTORY ACTIVITY

Each child is asked to move a ball around the floor with the feet.

Teaching Point: Stress ball control.

PART II: THEME DEVELOPMENT

Individual Work

1. Each child with an 8" ball is instructed to stand approximately 6 feet from a wall and practise kicking the ball against the wall with the inside of the foot. Stop the ball each time it returns.

Teaching Point: The ball should be kept low and in control.

2. Aim for a target on the wall. Stop the ball before each kick.

Teaching Point: The target may be a cement brick or other markings naturally on a wall. If no markings are available, a bean bag may be placed against the wall.

Partner Work

1. Stand with a partner about 10' apart and attempt to pass the ball between the partner's legs.

Teaching Point: The child acting as a target should stand with his back to a wall. Have children take turns being the target.

PART III: FINAL ACTIVITY

Game of "Soccer Dodgeball"

The class is broken into groups of six. Each group stands outside a circle or marked off square. One person stands in the centre. One child on the outside of the circle places the ball on the floor and at a signal from the teacher, kicks the ball at the person in the centre.

All children kick the ball at the centre person until he is hit below the waist. When he is hit below the waist, he changes places with the person who kicked the ball. The ball may not be kicked from inside the circle.

ADDED SUGGESTION: Use another Ball.

PRIMARY CREATIVE GAMES

THEME: Ball Bouncing

MAIN EMPHASIS: Bouncing a ball in various ways with control.

PART I: INTRODUCTORY ACTIVITY

Individual work with various sizes of balls.

PART II: THEME DEVELOPMENT

Each child with a ball.

1. Review ball bouncing - high, low alternating hands.
2. Try other ways of bouncing the ball.

Teaching Point: Allow the children to experiment with the ball.

3. Make the ball move in any direction other than forward.
4. Have half the class watch the other half and vice versa.

Teaching Point: From watching others, children should be encouraged to try other variations.

5. Develop a bouncing pattern using some of the bounces you have seen or observed.

PART III: FINAL ACTIVITY

Game - with a partner, make up a game.

Teaching Point: the following limitations apply:

skill - bouncing
equipment - one ball and two hoops

ADDED SUGGESTION

1. The hoops may be taken off the floor.
2. One hoop must be moving.

PRIMARY CREATIVE GAMES

MAIN EMPHASIS: Running skills
Developing observation and anticipation while moving.

PART I: INTRODUCTORY ACTIVITY

1. Running statues - the children run and when the teacher says, "Stop" they make statues relative as to how they stop.

2. Play the same game but have the children make statues of mood: e.g., happy statues, sad statues, etc.

PART II: THEME DEVELOPMENT

1. Review running without bumping.

Teaching Point: encourage running to open spaces.

2. Run a different way.

Teaching Point: The teacher should make careful observation of the skill level. Weaknesses should be noted; e.g. running too heavily.

3. Find a partner and join hands. Run around the gym together avoiding others.
4. Repeat the same procedure but run in different ways.
5. Place objects on the floor, e.g. bean bags, and have the partners avoid the obstacles.

PART III: FINAL ACTIVITY

Group Tag Game: Children form groups of six in a restricted area, e.g., circles on the floor and have them make up a tag game.

ADDED SUGGESTION

Allow the children to add a piece of apparatus to the game, e.g., utility ball.

PRIMARY CREATIVE GAMES

THEME: Throwing and Catching

MAIN EMPHASIS:
1. To improve throwing and catching skills with a small ball.
2. To develop accuracy in throwing at a target.

PART I: INTRODUCTORY ACTIVITY

Have each child choose a ball and practice individual throwing and catching skills against a wall.

PART II: THEME DEVELOPMENT

Children working in pairs.

1. Each child working with a partner and a ball between them. Have the children throw and catch as many ways as possible.

Teaching Point: Conserve the skill level.

2. Have one child move while throwing and catching with a stationary partner.
3. Place a hoop on the floor and have the children bounce the ball into the target before the partner catches it.
4. Have one child hold the hoop up as a target against a wall while the partner throws a ball into the target. Change places.

PART III: FINAL ACTIVITY

Game: in a group of four make up a game.

Teaching Point: The following limitations apply

Skill - throwing and catching
Equipment - four hoops and two balls

ADDED SUGGESTION

1. Take away one ball and allow children to add another piece of equipment.
   e.g., bean bag, quoit
2. Have two children moving and two stationary.

INTERMEDIATE TRADITIONAL GAMES

MAIN EMPHASIS: Handball skills:
To improve the right hand stroke

PART I: INTRODUCTORY ACTIVITY

Practise hitting a utility ball up against a wall with the hand.

PART II: THEME DEVELOPMENT

All children work with a seven inch utility ball or a volley-ball.

Individual work:
1. Hit the ball continuously against the wall allowing only one bounce.

Teaching Point: observe ability of children and correct errors, e.g., taking eye off ball, arm swing.

Partner work:
1. Hit the ball continuously against the wall. See how many continuous hits partners can make.
2. Use a wall target and count the number of times the target is hit within a time limit, e.g. 30 seconds.

Group work:
1. Four players, in line formation, standing ten feet from the wall, try to hit the ball continuously one after the other against the wall.
   After hitting the ball run to the back of the line.

PART III: FINAL ACTIVITY

Game: Rotation Handball (Handball court lines must be marked out on the wall.)

1. Divide class into teams of 4 to 6 players a side.
2. Players stand in a line next to side court lines, behind the serving line.
3. First player on one team serves the ball and then moves to the end of the line. The opposite team attempts to return the ball.

4. Play continues until one team misses in which case a point is won. Set a number of points or time limit for the game.

Teaching Point: Begin with large balls and substitute smaller balls as the skills improve.

INTERMEDIATE TRADITIONAL GAMES

MAIN EMPHASIS:
1. Handball skills.
2. Introduction to a Game Situation
3. Stressing use of both right and left hand.

PART I: INTRODUCTORY ACTIVITY

Practise hitting a ball against a wall with the open hand, e.g., tennis ball, Volleyball, utility ball, pennsy pinkie ball, sponge rubber ball.

PART II: FINAL ACTIVITY - One Wall Handball

- divide the class into groups of four players.
- the server stands anywhere between the wall and the serving line.
- the server bounces the ball and then hits the ball toward the front wall.
- on the serve, the ball may hit anywhere on the front wall then back over the serving line.
- the receiver may hit the ball "on the fly" (before it bounces) or after the bounce.
- the players must hit the ball with their hand. Players may not catch the ball then hit it. Two hand hits are not permitted.

Teaching Point:
1. All students should play the game at the same time.
2. If the game becomes boring, change the teams around.
3. If the skills are being done extremely poorly, e.g. serving the ball, then stop the whole class. Explain what is wrong and then demonstrate the correct way.
4. If the skills are being done poorly by only a few, then pull out these students and give individual instruction.

INTERMEDIATE TRADITIONAL GAMES

MAIN EMPHASIS: Field Hockey Skills:
To Improve the Basic Skills through station work.

PART I: INTRODUCTORY ACTIVITY

Children working in pairs with two sticks and one ball, practise dribbling and keeping the ball away from the partner.

Teaching Point: Use pre-softened softballs or perforated air-flight balls.

PART II: THEME DEVELOPMENT

Develop the game skills through station work.

Station #1 Two rows of skittles. Practise dribbling around the skittles.

Station #2 Players in groups of three with a designated goal area. One is the goalie, one the shooter, and one the passer. Take turns at each position.

Station #3 Other players take turns running toward the goal, taking a pass on the run, and shooting.

Station #4 Pass the ball amongst each other (long, short or flick pass). Stop the ball first before passing.

Station #5 Practise the "bully" in pairs. See who wins the most. Try it with other members of the group.

Station #6 Moving in pairs practise dribbling and passing together.

Station #7 In pairs, practise dribbling and dodging around a partner who attempts to tackle. Change roles after three attempts.

Teaching Point: The teacher should give individualized instruction to clarify previously taught skills.

ADDED SUGGESTION

In order to keep the circuit interesting, change activities frequently.

Blake & Volp, Lead-up Games to Team Sports
For Grass Hockey lead-up games, page 44-58

INTERMEDIATE CREATIVE GAMES

MAIN EMPHASIS: Basketball Skills
Passing and receiving:
To encourage the handling of a ball in a variety of ways from both stationary and moving positions.

PART I: INTRODUCTORY ACTIVITY

One ball between two students. Practise passing while moving about the floor.

PART II: THEME DEVELOPMENT

Partner work

1. Standing ten feet apart pass the ball in many different ways.

2. Increasing the distance between partners, see how many ways the ball may be passed.

3. Move about the gym passing the ball in different ways with a partner.

Group work - fours

In groups of four make up a game. The following limitations apply:

- the area in which to play.
- the use of only one ball.
- the game must involve some type of pass.

ADDED SUGGESTION

1. Make up a game using a specific pass, e.g. chest pass.

2. Add another piece of equipment to the game; e.g. hoop as a target.

PART III: FINAL ACTIVITY

Note: This lesson could be carried out without a final activity if students are absorbed in the circuit.

With four aside make up a game using serving and volleying skills. Any number of players may hit the ball to assist it over the net.

For this activity, use the badminton courts. This will enable all students to play at once. If badminton courts are not available, mark out courts with bean bags as corner markings.

*The circuit (stations) portion of this plan may be sufficient for a number of lessons.

INTERMEDIATE CREATIVE GAMES

MAIN EMPHASIS: Volleyball Skills
To develop accuracy in serving through station work.

PART I: INTRODUCTORY ACTIVITY

Practise the underhand serve against a wall, each child with a ball or a ball between two children.

PART II: THEME DEVELOPMENT

*Develop Skills through Station Work.

Task Card #1 Individual Work:
Make up a serving game using hoops as targets.

Task Card #2 Partner Work:
Make up a serving game using other small apparatus as a target, e.g., boxes, individual mats.

Task Card #3 Partner Work:
Make up a game using serving and volleying skills.

Task Card #4 Group Work in Fours: (2 vs. 2)
Make up a game with serving and volleying trying to hit the floor in the opponents' court. Court may be lines on the floor or an area marked out with bean bags.

Task Card #5 Groups Work in Sixes:(3 vs. 3)
Make up a game with serving and volleying, plus some small apparatus. Use a scoring system.

Teaching Point: Task #4 and #5 are being used in Badminton courts, with Badminton nets. In place of Badminton nets to designate courts the following ideas are suggested: chairs and canes, chairs and weighted ropes, standards and ropes. Rotate the class in one direction after a suitable amount of time has been allowed to enjoy each new game.

INTERMEDIATE CREATIVE GAMES

MAIN EMPHASIS: Soccer Skills
To develop ball control with the feet.

PART I: INTRODUCTORY ACTIVITY

Move about the floor controlling a ball with the feet.

Teaching Point: Move into open spaces.
Stress ball control with the feet.

PART II: THEME DEVELOPMENT

Individual Work
1. Find different ways to move the ball without losing control.
2. Change speed.
3. Change direction.
4. Start and stop.

Partner Work
1. Find different ways of moving the ball back and forth with a partner while on the move.

Group of Three
1. Find different ways of passing the ball amongst the group.

PART III: FINAL ACTIVITY

In groups of three using one ball and three skittles make up a game involving passing and dribbling skills.

EXAMPLE LESSON PLANS FOR DANCE

The following lesson plans are grouped into Primary and Intermediate sections. Examples of both structured and creative dance activities are provided.

CONTENT

		Page No.
PRIMARY:	CREATIVE DANCE	
	Skipping	19
	Locomotor Skills	21
	Movement and Stillness	23
	FOLK DANCE	
	Patty Cake Polka	24
	Singing Games	26
INTERMEDIATE:	FOLK DANCE	
	Crested Hen	29
	Virginia Reel	31
	RHYTHMICS	
	Ball Routine	33
	Scarf Routine	36
	CREATIVE	
	Contrasts	38
	Locomotor Activities	40
	Qualities in Movement	42

PRIMARY CREATIVE DANCE

THEME: Skipping

MAIN EMPHASIS: Bowmar Records, Inc. No. B2056 LP
Rounds and Mixers Old and New, Band 2
Teddy Bear Mixer.

PART I: INTRODUCTORY ACTIVITY

1. Warm up by skipping around in a circle.

Teaching Point: Young children sometimes find skipping difficult; therefore, it is recommended that a lesson on hopping precede this lesson.

Skipping step: step on right, hop on right, step on left, hop on left. Repeat slowly at first, then increase speed.

2. Change direction while skipping, and skip to an empty space.
3. Change direction again, and skip to another empty space. What kind of skips are they - high and bouncy, low and small? Make the skips as light as a feather.
4. Let the arms help the body rise in the air in an upward direction, or a forward direction, or both, use alternate arms to lead foot.
5. Stop. Sit and listen to the music.
6. Try skipping in time to the music, changing directions and finding empty spaces.

PART II: THEME DEVELOPMENT

1. Skip in two different ways, forward, backwards, low and high.
2. Sit and listen to the music and think of two different ways to skip.
3. Try it with the music.

Teaching Point: repeat so as to clarify. Have those children skipping forward and backward demonstrate their combination while the others observe.

4. Everyone try it again.

5. Sit and listen to work out a floor pattern out of the two different ways of skipping, by changing direction when the skip pattern changes.

PART III: FINAL ACTIVITY

Play music while children are resting. Suggested music: Ten Pretty Girls from the same record of Round and Mixers.

PRIMARY CREATIVE DANCE

MAIN EMPHASIS: Locomotor Skills
Bowmar - Educational Records, B1507
Rhythm is Fun, Side I, B and 2 - "RUN"

PART I: INTRODUCTORY ACTIVITY

1. Run, with light feet, in any direction without touching anything.

Teaching Point: stop immediately when music stops.

2. Repeat to same music - run in any direction going in and out of empty spaces.

PART II: THEME DEVELOPMENT

1. Walking in any place on the floor (without music).

Teaching Point: while walking stress:

(a) light feet
(b) change of direction - moving forward, backwards, sideways, and turning.

2. Review the three activities -

(a) running
(b) walking
(c) turning

Have each child decide on the order of the sequence. Move about the gym practising a sequence using these three locomotor movements.

3. Stress change of direction, i.e., run in one direction, walk in another and turn in another.

4. Have 1 or 2 demonstrate the sequence, showing variety in order of steps. Ask class what order each sequence was in. Have them shown once again so they can all see the order of the sequence.

5. Do the sequence to music

Teaching Point: to emphasize phrasing use the word "Change", while the children are working.

6. Level:

   demonstrate - a very high level
   - run low to the floor with changes in direction
   - repeat this with walking or turning

7. Repeat the sequence to music, adding levels.

8. Group children together and review movement words, i.e., run, walk, turn, high, low and sequence.

PART III: FINAL ACTIVITY

Record - Bowmar - Educational Records, #B1509, Rhythm is Fun, Side 1 Band 1 - "WALK"

1. Back lying slowly raising and lowering legs.

PRIMARY CREATIVE DANCE

THEME: Movement and Stillness

MAIN EMPHASIS: Balance, curl and stretch

MUSIC:
1. Canadian F.D.S. Listen and Move, Green Label, Record 1, Side A, Band B, "Continuity and Stop".
2. Canadian F.D.S. Listen and Move, Green Label, Record 1, Side A, Band C, "The Ringing Xylophone".

PART I: INTRODUCTORY ACTIVITY

Scatter formation.

1. Run in various directions - stop on a hand clap and move again in a new direction.
2. Review sequence, i.e.
   (a) run stop look
   (b) run stop look
   (c) creep and explode

PART II: THEME DEVELOPMENT

Scatter formation. Record #1 above.

1. Begin without music in a low curled position with a two-point balance and move to a high stretched position in a one-point balance.
2. Repeat with music - open to a stretched balance with each of the first four phrases of the music.
3. Start in a stretch position with one point of balance and curl to a two-point balance with each of the next four phrases.
4. Starting in a curled shape with a three-point balance run to a stretched high shape and collapse. Repeat this with each remaining phrase of the music.
5. Put the whole sequence together with the music. Repeat for clarity.

PART III: FINAL ACTIVITY

Record #2 above. Standing astride, roll head from right to left. Change direction every four beats.

PRIMARY FOLK DANCE

MAIN EMPHASIS: Patty Cake Polka (American)

Rhythmic Walk, clap and heel and toe polka step.

MUSIC:
1. Any 4/4 music - good march music.
2. Folk Dancer 1501 or Folkraft 1260.

PART I: INTRODUCTORY ACTIVITY

Music #1

1. walking in general space
2. skipping in general space to music
3. each child develops own pattern for walk and skip. Repeat the pattern for clarification. Have one or two children demonstrate their pattern.
4. Everyone tries his pattern once more.

PART II: THEME DEVELOPMENT

Music #2

1. Children sit and listen to the music for phrasing. Each child then moves out to a personal space.
2. Teach the first part of dance - without music. Scatter formation: each child tries the step-close-step-point to the R and repeat to the L. Try the pattern several times, increasing the tempo each time. Try part one with the music.
3. Teach the second part of the dance - without music. Clap R hand 3 times, clap L hand 3 times, clap both hands 3 times, clap knees 3 times. Practise the pattern several times, progressively increasing the tempo. Try part two with the music. Try part one and two with the music.
4. Teach the third part of the dance in the same manner. Let each child practise the whole dance.
5. Children pair up and practise the dance with the music.
6. everyone does the dance with his partner, without music, to clarify and reinforce.

PART III: FINAL ACTIVITY

Everyone dances the entire dance to music. If time permits, form a double circle, teach the "mixer" element, and let students dance entire dance as a mixer.

PRIMARY FOLK DANCE

MAIN EMPHASIS: Singing Games

Light rhythmic movements to a number of singing games.

MUSIC:

1. Round and Round the Village Folkcraft 1191, Russel 703.
2. Shoo Fly, Folkraft 1102, Folk Dancer MH-1108.
3. London Bridge, RAC Album E-87, Bowmar Album B-202.

PART I:
PART II: INTRODUCTORY ACTIVITIES AND THEME DEVELOPMENT

Music #1

1. Skipping in general space
2. Single circle, facing center, one child, "it", outside circle.

Verse One

"Go round and round the village,
Go round and round the village,
Go round and round the village,
As we have done before."

- Children in circle join hands high and sing while "it" skips around the outside of circle.

Verse Two

"Go in and out the windows," etc.

- "It" skips in and out under the raised hands.

Verse Three

"Now go and choose a partner," etc.

- "It" skips around inside the circle then stops in front of a partner and bows.

Verse Four

"Now follow him to London," etc.

- "It" skips around outside of circle followed by chosen partner.

Music #2

1. Walking in general space.
2. Double circle, girls on the outside.
3. Words and actions:

"Shoo fly, don't bother me! Shoo fly, don't bother me!"

- Inside hands joined; take 4 walking steps cc around circle. Face partner and walk backward 4 steps.

"Shoo fly don't bother me! For I belong to somebody."

- Face diagonally L forward and walk forward 4 steps toward new partner. Hook R elbows with new partner and walk around each other with 4 small steps.

"I feel, I feel, I feel, I feel like a morning star!
I feel, I feel, I feel, I feel like a morning star!"

- In skating position, promenade cc around circle.

Music #3

1. Skipping in general space.
2. Double circle of girls on the outside facing partner.
3. Words and actions.

Verse One

"London Bridge is falling down
falling down, falling down,
London Bridge is falling down,
my fair lady".

- Partners join both hands and hold them high like a bridge, and move cc in circle for 12 draw steps. Then drop hands and bow.

Verse Two

"Build it up with clay and wood," etc.

- Pretend to build bridge and finish with hands joined and held high overhead.

Verse Three

"Wood and clay will wash away", etc.

- repeat actions of verse one.

Verse Four

"Build it up with silver and gold," etc.

- repeat actions of verse two.

Verse Five

"London Bridge is built to stay," etc.

- All except one couple drop hands. The one couple forms a bridge with hands held high overhead, and everyone else joins inside hands with partner to skip cc under the arch.

PART III: FINAL ACTIVITY

Children select one dance to repeat for clarification.

INTERMEDIATE FOLK DANCE

MAIN EMPHASIS: Crested Hen - Danish Folk Dance

RCA Victor LPM-1624, Crested Hen or RCA Victor EPA-4143, The Pleasure of Folk Dancing.

PART I: INTRODUCTORY ACTIVITY

Danish folk dance for groups of 3's based on the step-hop. Step-hop anywhere in the gym to the music.

PART II: THEME DEVELOPMENT

Crested Hen

Formation: Groups of three (one boy and two girls, or one girl and two boys) stand in separate circles scattered about the floor.

Music A Part One
Meas. 1-8 Hands joined, the three dancers circle clockwise with 8 step hops. The last step-hop is emphasized by a stamp and a half-turn to the right.

Meas. 9-16 They circle counterclockwise and 8 step-hops, again stamping at the end, opening the circle to form a line of three with the one boy or girl in the center.

Music B Part Two
Meas. 1-4 The center child forms an arch with the child on his left. The child on the right moves forward and goes under the arch with four step-hops. Still holding hands, the center child turns under the arch to his left with 4 step-hops while the child on the right returns to place.

Repeat
Meas. 5-8 This action is repeated in reverse - the child on the left goes under the arch and returns to place while the center child turn under his right.

Music C
Meas. 1-8 The entire action of Measures 1-8 is repeated.

PART III: FINAL ACTIVITY

Perform the whole dance.

Reference:

Richard Kraus: A Pocket Guide of Folk and Square Dances and Singing Games for the Elementary School, page 72.

INTERMEDIATE FOLK DANCE

MAIN EMPHASIS: Virginia Reel

MUSIC: Record: Without calls, RCA Victor PM-1623, with call, RCA Victor LE-3002, Virginia Reel.

PART I: INTRODUCTORY ACTIVITY

Review dance already learned or one they select. Teach steps necessary for dance: walk, slide-step and do-si-do.

PART II: THEME DEVELOPMENT - Virginia Reel

Formation: A line of boys faces a line of girls. The boys join hands in their line and the girls in their line.

Part One

Meas. 1-8 All walk four steps forward and four steps backward. This action is repeated.

Meas. 1-8 With eight steps all walk foward, join right hands to their partner's, turn clockwise, and return to place. They repeat the action with the left hands joined, turning counterclockwise.

Meas. 1-8 With eight steps all walk forward, joined both hands with their partner's, turn clockwise and return to place.

Meas. 1-8 All do-si-do with their partner, passing right sides, pausing back to back, and return to place.

Part Two

Meas. 1-8 The first couple joins both hands. They take eight slides down the center of the set and eight slides back to place.

Meas. 1-8 (repeated) Each couple does the reel. When they reach the foot of the set, they join hands and slide back to the head to their starting position.

Meas. 1-8 (repeated) All face the head of the set. The first couple casts off, the girls going to the right and down to the foot. When the first couple meets at the foot, they join hands to form an arch and back to place. The first couple remains at the foot of their line. The dance is repeated as many times as there are couples, always with a new active first couple.

PART III

FINAL ACTIVITY

Repeat whole dance concentrating on floor formation.

Reference:

Richard Kraus: A Pocket Guide of Folk and Square Dances and Singing Games for the Elementary School, page 82.

INTERMEDIATE RHYTHMICS

THEME: Rhythmic Ball Routine

MUSIC: A & M Records/SP4245, Herb Alpert & the Tijuana Brass, Greatest Hits.
No. 1 Music - Side 1, Band 1, The Lonely Bull, 2.29 mins.
No. 2 Music - Side 1, Band 6, Mexican Shuffle, 2.09 mins.

PART I: INTRODUCTORY ACTIVITY

Music #1 - The Lonely Bull

Each child with a size 6 utility ball or the regulation rhythm ball.
Scatter formation to practise the following skills with music:

1. continuous bouncing in front of the body and on either side.
2. bounce, catch and hold, both sides.
3. toss and catch. R hand only, L hand only, two hands, and then toss with one hand to catch in the other hand.
4. circling the ball overhead with one hand, then in the other hand.
5. footwork:
   side to side, forward and return, backward and return, i.e., RF forward, LF close, LF back and RF close.
6. bouncing the ball with balance, turn, and walk patterns, in general space.
7. rhythmic ball bouncing with knee bending, in personal space.

PART II: THEME DEVELOPMENT

Music No. 2 - Mexican Shuffle.

Suggestion: This is a 33 1/3 speed record, play music at 30 or 29 speed until routine is learned.
Scatter formation to learn the routine.

Introduction -
Meas. 1 Ball in both hands low in front - stand
Meas. 2 Knee bend, raise ball waist height and return (2)
Part A - Meas. 1-2 Ball in R hand bounce 8 times, on 7th bounce ¼ turn to R.

Meas. 3-8	Repeat Meas. 1-2, turning ¼ turn to the R each time on the 7th bounce.
Bridge, Meas. 1-2	Facing Front, bounce, turn and catch ball, then hold in RH.
Part A - Meas. 1-2	Ball in RH, forward and back armswing, with RF lead balance step forward and back (twice)
Meas. 3	Bounce 4 times in place
Meas. 4	Ball circle overhead with axial twist to finish facing DR, ball in RH at side.
Meas. 5-8	Repeat meas. 1-4, finishing facing front, ball held in both hands bow in front.
Bridge, Meas. 1-2	Repeat introduction.
Part B, Meas. 1-2	Ball in both hands, overhead Side step R 4 times, swaying arms, turning R on last beat with arms extended shoulder height (ball controlled in LH)
Meas. 3-4	Side swing going forward and down while knees deep bend, ball tossed from behind, up and catch to hold. Repeat once, turning to stand facing front on last beat.
Meas. 5-8	Repeat measures 1-4 returning with L foot.
Part A, Meas. 1-2	Facing front, ball in R hand. Toss the ball overhead from R hand to L hand four times.
Meas. 3-4	Kneel and bounce ball around body 4 times, standing on last beat.
Meas. 5-8	Repeat measures 1-4.
Bridge, Meas. 1-2	Repeat introduction
Part A, Meas. 1-7	Repeat the first Part A. On last beat of 7th measure, students drop on R knee, ball in both hands forward at nose height.
Meas. 8	No Music. Toss ball upwards and catch with 2 hands while spinning on the knee to the R, 1¼ turn to finish standing facing the front with the ball in both hands (starting position).
Bridge, Meas. 1-2	Repeat introduction.
CODA, Meas. 1	RH-standing overhead pass twice.
Meas. 2	Hold in LH arms outstretched.
Meas. 3-4	Repeat 1-2 from a kneeling position.
Meas. 5-6	Repeat 1-2 from a heel-sit position.
Meas. 7	Hold ball overhead in 2 hands from a very deep stationary position.

PART III: FINAL ACTIVITY

Equipment away,
Footwork to music only.

NOTE: The content of this lesson can be used for 5 or 6 lessons.

INTERMEDIATE RHYTHMICS

THEME: Scarf Routine

MUSIC: Clarke Irwin and Co. Ltd., Rhythms and Dances, Bartlett, Ackerman and Moore, Record 2B, Band 5, Swedish Masquerade.

PART I: INTRODUCTORY ACTIVITY

1. Warm up by moving across the floor skipping, galloping and running.
2. Swing arms in all directions on the spot.
3. Twisting and bending from the waist, extend each movement to its fullest.
4. Play the record while the students select a scarf, find an empty space on the gym floor, and listen to the music.

PART II: THEME DEVELOPMENT

1. Holding scarf in front with both hands and at shoulder height, gallop, or skip for eight beats in a circle. Then hold scarf down in right hand, feet together.
2. Step on left foot and raise right arm with the scarf, diagonally up across body. Swoop it to its highest point so that the body line is long and stretched, right foot is also stretched and pointed.
3. Step back on right foot, bend body and bring right arm and scarf back in a low sweep, brushing the floor with the scarf, and extending and pointing to the left toe. Repeat, two or more times, ending by swirling the scarf around the head once, and bringing it down to the left hand.
4. With the left hand, make figure-eights in the air in front of the body with the scarf standing straight and still for eight beats. Ending with both hands holding onto opposite ends of the scarf at waist level.
5. Holding scarf at each end raise it to above the head (count 1). Bend right sideways (count 2). Raise scarf above head (count 3). Bend left sideways (count 4). Raise scarf above head (count 5). Lower scarf to behind neck (count 6). Raise to above head (count 7). Lower scarf down to waist height holding opposite ends (count 8).

6. Lift right leg with bent knee and pointed toe, and touch scarf with knee, Repeat 6.
7. Holding scarf around front of waist, bend knees together, raise, twist waist to right and back again. Repeat but twist to the right and back again.
8. Swish the scarf in the right hand up high to the right while raising the left leg to the left. Return to standing position and repeat to opposite side. Repeat both sides again.
9. Repeat 1 and 3, and on the 8th and last beat, snap the scarf in right hand to the floor.

Teaching Point:

give the students time to work together in learning the steps and the routine. Allow them to use the record when they feel they need it.

PART III: FINAL ACTIVITY

Have them go through the routine, discuss and correct mistakes.

INTERMEDIATE CREATIVE DANCE

THEME: Awareness of Space

MAIN EMPHASIS: Contrasts

MUSIC: Clarke Irwin and Co. Ltd., Rhythms and Dances, Bartlett-Ackerman-Moore. Record 1, Side B, Band 3.

PART I: INTRODUCTORY ACTIVITY

1. Show some kind of body movement without travelling. Show a different kind of movement without travelling. Combine those two by doing one after the other.
2. Think of a form of movement that requires travelling and then show it. Show a different travelling movement. Combine the two.

Teaching Point: spread out and use all the gym space.

PART II: THEME DEVELOPMENT (Use the record)

1. Remember the two movements you did without travelling? Add two more different ones and do the four, one after the other.

Teaching Point: give students time to recall, and produce two more, and combine the four movements, and develop flow in movement.

2. Do two travelling movements different from the two already done. Remember the first two you did? Do them, and then add you last two.

Teaching Point: choose 2 or 3 children who display interesting movements to demonstrate.

3. Play the music, and give time to improve, practise, and remember the sequence.
4. Divide the class evenly in half into A and B groups, or girls and boys.
5. With the music begin: "A" group starts with the 4 travelling movements. Do one after the other with the music. At the same time, "B" group will do the four on-the-spot movements one after the other in time to the music. Then change and do the other movements, i.e., "B" the travelling "A" on the spot.

6. Stop the music after the students have completed the two sequences and have children sit down. Remind them they must be aware of each other so they may have to change direction to avoid collisions. They might have to change their movement to fit with the music - Suggest simpler or more complex movements depending on ability.

PART III: FINAL ACTIVITY

(Repeat the sequence with music)

ADDED SUGGESTIONS

Variations:

(a) one group remaining in the central area of the gym, while the other group moves around the fringes.

(b) all the students doing the movements in unison, e.g., locomotor movement first then movement on the spot.

(c) staggering the time of commencement (like singing rounds) 1 group starts, then the next group begins a little later.

(d) encourage other suggestions from the students.

INTERMEDIATE CREATIVE DANCE

MAIN EMPHASIS: Locomotor activities - Phrasing

MUSIC: Clarke Irwin and Co. Ltd., Rhythms and Dances, Bartlett, Ackerman & Moore "Play Gymnastics", Record 1, Side A, Band 1.

PART I: INTRODUCTORY ACTIVITY

1. To beat of the drum run around gym floor. On loud beat stop in a bent position.
2. Repeat this creating various bent positions.
3. Vary tempo of drum beat. Different movements will result, i.e., walking, running close to floor, skipping - on heavy beat jump high, hopping shaking of body.
4. To skin sound of the drum, do these activities moving around gym.
5. To wood sound of drum, do on the spot activities, i.e., bouncing, hopping, or stride jumping.

PART II: THEME DEVELOPMENT

1. Listen to music and show the break of 4 phrases, do 4 different movements. Have them follow, i.e., 1st phrase - snap fingers, 2nd phrase - move shoulders, etc. Play music through, have them keep in time by repeating this.
2. Ask children what were the movements they used in the introductory part of the lesson, i.e., skipping, running, hopping, etc. Select 4 of these activities. Play music and have children see if some of these would fit.
3. Run to a spot and show a starting position.

Teaching Point: look for parts of the body that will lead, i.e., if child is going to start running he should be in a position such that legs and feet are ready.

4. Play music through. Remember 4 movements. Try the sequence to music.

5. Stop them and remind them of the 4 changes in the music and; therefore, changes in their movements.
6. This time play music, have them re-do sequence, but say "Change" at the end of each phrasing.

Teaching Point: try to bring out flow between movements, i.e., from running to skipping. Play music again and re-do sequence remembering each part.

7. Have one or two demonstrate and ask children to look for levels.

PART III: FINAL ACTIVITY

Head and neck exercises to slower music on same record.

Reference:

Gray & Percival: Music, Movement and Mime for Children, page 12, page 81 on "Time".

INTERMEDIATE CREATIVE DANCE

MAIN EMPHASIS: Qualities in movement

MUSIC: Gaterd D and Moore, M., Music and Movement, Movement in Space P.R.S. 10470, Side 2, Part B, II Gymnastics.

PART I: INTRODUCTORY ACTIVITY

1. Travelling in any direction, make a series of leaps and jumps, thrusting arms, legs, and different parts of the body in various directions and elevations.
2. Run and burst in an explosive movement. Use the whole body, then use portions of the body for the explosive thrust.
3. Concentrate on different areas of the body using firm, sudden and direct movements, such as punching fists and elbows into space, and directing the movement back to the body. Pressing toward the ground or pushing away from it using feet, arms, elbows, shoulders, back.
4. Change your movements by contrast, using light, soft, gentle movements, graceful turns, using all the body or parts of the body only, on the spot, small movements taking little space.

PART II: THEME DEVELOPMENT

1. Listen to the music. Note that there are three parts in the sequence, i.e., 1. light, gentle, and fine.
   2. strong, firm, sudden, explosive.
   3. repeat of 1.
2. Using 4 of PART I, INTRODUCTORY ACTIVITY, combine the movements to go with the music sequence. Then using 1, 2, and 3, of PART I INTRODUCTORY ACTIVITY make a series of movements and work them into the second part of the music.
3. Repeat the first series of light fine movements.

PART III: FINAL ACTIVITY

1. Build up the series of movements so that the light movements are followed by strong movements, and then return to light again, as does the strength of the music.
2. Combine movements with music.

EXAMPLE LESSON PLANS FOR GYMNASTICS

Since Educational Gymnastics is a relatively new approach to teaching gymnastic activities, two detailed introductory programs are provided in this section. These programs were written by classroom teachers who have been experimenting with various ways of introducing educational gymnastics to a variety of age groups and with a great deal of consideration given to previous backgrounds of children, available equipment and apparatus and the personal competence of the teacher to teach this type of program. Consequently, neither program should be blindly followed by interested teachers. A teacher should review each lesson in the suggested sequence and, where necessary, modify each to meet his own unique teaching situations.

1. INTRODUCTORY PROGRAM - PRIMARY LEVEL

2. INTRODUCTORY PROGRAM - INTERMEDIATE LEVEL

1. INTRODUCTORY PROGRAM - PRIMARY LEVEL

1. ORIENTATION	Page No.
Setting tone in gymnasium	47
Individual spacing and section places	49
Use of individual space and log rolls	51
Use of individual space and tuck rolls	53
Use of individual space and forward rolls ...	55
Diagonal roll	57
2. EXPLORATION	
Small Apparatus	
Use of balls	59
Large Apparatus	
Learning to handle large apparatus	61
Partner Activities	
Matching movements	63
3. SKILL DEVELOPMENT	
Travelling in Different Ways and Directions	
Travelling in different ways	65
Shapes	
Exploring different shapes	67
Flight	
Flight	69
Weight Bearing	
Balancing on different parts of body	72
Levels	
Levels	74

2. INTRODUCTORY PROGRAM - INTERMEDIATE LEVEL

1. ORIENTATION	Page No.
Spacing and responding	75
Spacing and responding	76
Log and tuck rolls	78
Forward rolls	80
2. EXPLORATION	
Ball control	82
Large Apparatus	
Placement and safety	84
Partner Activities	
Combining movements	86
3. SKILL DEVELOPMENT	
Travelling	
Varying mode and direction	88
Shapes	
Wide and narrow	90
Flight	
Take-off and landing	92
Taking Weight on Different Parts	
Taking weight on different parts	94
Levels	
High, medium and low	96

PRIMARY EDUCATIONAL GYMNASTICS

THEME: ORIENTATION

MAIN EMPHASIS: Setting Tone in the Gym

Teaching Point: 12-15 minutes. Reward quick changers with choice of small apparatus and free play.

PART I: INTRODUCTORY ACTIVITY

*Gather children into a group and discuss "scatter" and "stop". Tell them you would like to see if they can " shoot off" in all directions when they hear "scatter". They must also listen for your voice for the command "stop". When they hear it, they should stop, return quietly and sit in their original positions. Repeat several times.

ADDITIONAL ACTIVITIES

1. Run, stop, and avoid collisions.
2. Run, stop and use as much of the space in the gym as possible.
3. Run, make zig-zag patterns and stop.

Teaching Point:

1. Stress running quietly and returning quietly to the huddle.
2. Avoid bumping and pushing. Praise those who are considerate and watch where they are going.
3. Use phrases such as, "Run anywhere in the gym" or "Make wiggly patterns on the floor".

**4. Discourage running in a circle or sliding on the floor.

5. Emphasize proper stopping; i.e., quickly as possible staying on feet.
6. Do not allow children to touch walls, boxes, stairwells, ropes, ladders or anything else in the gym while they are running.
7. Place equipment in boxes. (1 box for balls, 1 box for hoops, etc.)
8. Place boxes in different areas of the gym away from the walls to avoid congestion and line-ups.

Note: Part Two and Three of this lesson are not included because the above will normally take the full lesson time.

* Kirchner, Cunningham, Warrell, Introduction to Movement Education (Burns and MacEachern) Illustration 4.7, pages 34-40

** Kirchner, Cunningham, Warrell, Introduction to Movement Education (Burns and Mac Eachern) Additional teaching points, page 41.

PRIMARY EDUCATIONAL GYMNASTICS

THEME: ORIENTATION

MAIN EMPHASIS: Individual spacing and introduction of Section Places.

PART I: *INTRODUCTORY ACTIVITY

Repeat introductory activity as from previous lesson .

1. Scatter bean bags around the floor. Ask children to run in and out in a zig-zag pattern without touching bean bags. They should run on their toes and listen for signal to stop. Repeat several times. Last time have them freeze and reach out for nearest bean bag.

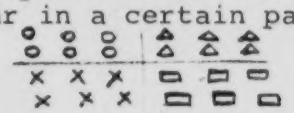
**Teaching Point: Stress running without collisions and stopping quickly.

ADDITIONAL ACTIVITIES

1. Stop and stand. Put nose, knee, elbow, seat, etc., on the bean bag when you say "Stop".
2. Run, stop and put two hands on bean bag.
3. Run, stop and put toe and elbow on bean bag.
4. Use music - stop on a bean bag when music stops.

PART II: MOVEMENT TRAINING

Ask children to pick up a bean bag and all children with bean bag of same colour will work in a group. Repeat for the other colours. Resulting groups are "Section Places". Group all one colour in a certain part of the gym.



***Even out each group. Place the bean bags in a neat pile in each section. Have children "scatter" on command and return when you say "section places". Repeat several times (have a contest to see which group is ready first) using limitations such as running, tip-toeing, skipping, walking, hopping quickly or slowly, etc.

Teaching Point:

1. Have one child from each section place put away the bean bags. Stress this procedure as it is to be established early in the year.
2. Make sure they don't push, bump or trip when they return to "Section Places".
+ 3. Have them sit quietly with legs crossed waiting for you to speak.

"9-lives Game." Every child is given "9-lives". Rules: If the child is the last one to stop, he loses a life, but isn't put out of the game. This way all children can keep on participating. The winners are those who have the most lives after several times of calling "stop".

4. Praise those who have stopped without colliding. Tell those who have been the last to stop to try to stop as soon as you say the word. Some deliberately will be the last to stop. Tell them you would like to see if they can be the first ones to stop, then look to see if they are on the very next try, and praise them if they are.

* Kirchner, Cunningham, Warrell, page 45

** Suggestions on running: page 11, Cope, Discovery Methods in Physical Education

*** page 43 - Explanation K.C.W., page 45 Illustration 4.17

\+ K.C.W. 48 Illustration 4.19

PRIMARY EDUCATIONAL GYMNASTICS

THEME: ORIENTATION

MAIN EMPHASIS: This lesson is concerned with importance of
* certain safety skills. Children must be able to run, jump, land, and roll with a level of skill. The first roll is a log roll which progresses to a tuck roll.

PART I: INTRODUCTORY ACTIVITY

Scatter bean bags about floor. Play "9-lives".
** This time establish rules that children are to stop, "glue" their feet to the floor, stretch out and try to touch a bean bag. They lose a life if they cannot touch a bean bag. Two children may touch the same bean bag as long as they are not touching each other.

*** Teaching Point:
1. Stress qualities of running on tip toes, stopping as quickly as possible.
2. Praise those who stretch. Have them demonstrate.

ADDITIONAL ACTIVITIES

Vary the game of "9-lives" by changing the rules.
1. "Glue" feet and touch bean bag with different body parts - nose, forehead, ear, elbow, etc.
2. Vary the ways of moving: running, walking, skipping.
3. Vary speed.

PART II: MOVEMENT TRAINING

Log Rolls - Have children find an individual
+ space and lie down on the floor. Get them to stretch as long and as thin as they can be. Stretch everything - fingers, toes, ears, etc.

Teaching Point: Most children will lie on their backs.
1. Have them try it on their stomachs and both sides. Have them roll from back to side to front to side, keeping their stretch.
2. Before children collide, they are to jump up and find another space.

3. Remind them to keep their eyes open so they can see, and avoid collisions.
4. Do not let them roll in one direction too long or they will get dizzy.
5. Watch for good stretched shapes - let whole class see a good example.

PART III: APPARATUS WORK

Using a bean bag to help build a sequence involving rolls.
Have children get a bean bag and find their own spot on the floor. Run around bean bag twice, "shoot away", come back on return signal and do a log roll over the bean bag. Repeat.

Teaching Point: Emphasize children must remember what they are to do.

ADDITIONAL ACTIVITIES

From the above sequence ask children to add jumping over it one way and doing another log roll.

* Importance of rolling skills, Educational Gymnastics, page 2.

** Kirchner, Cunningham, Warrell, page 95

*** Cameron and Pleasance, Education in Movement

\+ Kirchner, Cunningham, Warrell, page 42-50

PRIMARY EDUCATIONAL GYMNASTICS

THEME: ORIENTATION

MAIN EMPHASIS: Helping the child realize that by tucking body parts (knees, elbows, etc.,) in and landing in a roll, he is less likely to injure himself.

PART I: INTRODUCTORY ACTIVITY

* Review running and stopping quickly. Next, have them run, stop and hide various body parts, e.g. have the children show you their noses. Now run, stop and hide elbows. Show knees. Run, stop, hide knees. Finally see if they can hide all three parts at the same time.

** Teaching Point:
1. Make sure children are curling up as small as possible.
2. Keep eyes open. Do not cover eyes with hands.

*** ADDITIONAL ACTIVITIES

1. Have children run with bean bag between their elbows, stop then hide all three parts.
2. Have children run in different ways and then hide all three parts.

PART II: + MOVEMENT TRAINING

Have children find a space and curl up in a tuck position. Try it on their backs, sides and fronts. Now, roll from back, to side to front to side, keeping knees, elbows, and noses tucked in. Roll in both directions. Slowly make a log shape. (Review previous lesson) Combine log and tuck roll. (one of each) Repeat several times.

Teaching Point:

1. Continue emphasis on spacing, quietness, and good stretches and curls.

++ ADDITIONAL ACTIVITIES

1. Run, find a spot, do a tuck roll, get up and run again. Repeat adding a log roll to the tuck roll..
2. Run sideways, repeat above.
3. Run backwards, repeat above.

Teaching Point: When running the child should jump and turn sideways before rolling.

* See illustrations in Kirchner, Cunningham, Warrell, Introduction to Movement Education (Burns & MacEachern) pages 49, 50, 51.

** Suggestions for rolling Cope, Discovery Methods in Physical Education, page 9

*** Three lessons on Rolls, pages 30-32, Discovery Methods in Physical Education.

\+ Explanation and Illustration, K.C.W., page 51

++ Additional ideas for rolling activities - page 11 Educational Gymnastics

PRIMARY EDUCATIONAL GYMNASTICS

THEME: ORIENTATION

MAIN EMPHASIS: After learning the log and tuck rolls, the child should be taught the forward roll where he can safely take the weight of his body forward to lessen the impact of a fall.

PART I: INTRODUCTORY ACTIVITY

Quickly review running, stopping and tucking from last lesson. Next, have children move on two hands and two feet. Stop. Repeat, stopping with one leg high. Alternate. Repeat stopping with head tucked down to chest. Repeat, combining two previous activities. Move on two hands and one leg. Repeat above procedure.

Teaching Point:
1. Do not prolong the activity as the children will tire very quickly.
2. Find someone who is moving on hands and feet with seat high, show the class and get them to work in this position.

ADDITIONAL ACTIVITIES

1. Move on two hands and two feet in different directions.

PART II: MOVEMENT TRAINING

* Find a space on the floor with a line painted on it. Place one foot on the line between hands and lift the other leg in the air. Tuck chin down to chest, slowly lower body towards floor, tucking head completely under so shoulder touches floor first, then roll over.

Teaching Point:
1. Hold beanbags under chins to ensure keeping children's heads tucked.
2. Emphasize keeping knees close to body.
3. Finish with feet together.

ADDITIONAL ACTIVITIES

1. Roll forward with legs apart or one leading.
** 2. Run, stop, place two hands on floor and roll forward.
3. Roll forward with legs apart.

References:

* See illustrations page 73, Kirchner, Cunningham, Warrell, figure 5.14
Also K.C.W. page 22

** See illustration K.C.W., page 34

PRIMARY EDUCATIONAL GYMNASTICS

THEME: ORIENTATION

MAIN EMPHASIS: The diagonal roll is probably the most important safety skill since all children will constantly be required to land backwards off apparatus and dissipate momentum safely. The diagonal roll is effective for children, particularly for the less physically gifted and overweight children since it does not require as much strength of arms and shoulder girdle as do the forward or backward rolls.

PART I: INTRODUCTORY ACTIVITY

Ask children to run, stop, tuck head on chest. Next run, stop on two hands and two feet. Now, move on two hands and two feet. Repeat, stopping with head on chest, with one leg high. Repeat a few times but add variety by asking them to move sideways, forward or backward.

Teaching Point:

1. Do not prolong the activity as the children will tire very quickly.
2. Remind children to be extra cautious -- watch for your neighbour!

ADDITIONAL ACTIVITIES

1. Have children run in specific directions at different speeds.
2. As #1. Use a drum to establish pace.
3. As #2. Run, stop, put different parts high.

PART II: MOVEMENT TRAINING

Everyone has a beanbag. Have them find a space and sit down. Ask them to place the bean bag between their feet. Have the children roll on their backs with their feet high. Try to place the beanbag beside one ear. Practise several times. Next, roll backwards and try to place both knees beside one ear. Push with hands to help roll diagonally and land on their hands and knees in approximately the same space as the beanbag. Allow time to practise several times.

Teaching Point:

1. Do not be discouraged if they do not all catch on; it will take a while for some children.
2. If some children have difficulty, instruct them to practise rocking backwards.

ADDITIONAL ACTIVITIES

1. Lead the class through a sequence of rolls - begin with a forward roll, follow with a tuck, stretch into a log roll, stand, turn around and jump 3 times.

Reference:

* Kirchner, Cunningham, Warrell, Introduction to Movement Education (Burns & MacEachern) Illustration 4.7, page 67.

PRIMARY EDUCATIONAL GYMNASTICS

THEME: EXPLORATION: SMALL APPARATUS

MAIN EMPHASIS: Exploring movements on or with a ball.

PART I: INTRODUCTORY ACTIVITY

* Have children hold a ball in front of their bodies with both hands and run anywhere in the gym.

Teaching Points:

1. Set rules for getting out balls and putting them away. Suggestions: Place balls in boxes and space boxes in 4 - 5 different areas of the gym. Do not put them too close to the walls because you want children to be able to move freely around them. Children should take the first ball their hand touches - not squeezing them like tomatoes. When it comes time to put the balls away, they should be placed carefully in the nearest box or the box they came from; never allow them to stand a distance away and throw them in!
2. When you say "stop", they are to hold the balls still with both their hands keeping balls from rolling away.
3. Only during free play can they explore any way they want. When the whole class has been instructed to explore ways of bouncing, one child cannot be kicking his ball. He can try bouncing it with his foot, but not kicking because he most likely will be unable to control it and cause distractions to others around him.

PART II: MOVEMENT TRAINING

All children have a ball. Let them experiment with it for a minute.

** 1. Standing still, let them try dropping and catching.
2. Then have all children try bouncing with two hands while standing on one spot.
3. Try bouncing with two hands and moving feet.

4. Try bouncing with one hand and standing still.
5. Repeat with one hand and moving feet.
6. Bounce and catch, taking a step.

Teaching Points:

1. Praise children often.
2. Encourage those who are having difficulty. Suggest they slow down. (Some children become very excited and lose control of the ball easily.)
3. Bouncing is basically "pushing" the ball to the floor, not "slapping" it down.

ADDITIONAL ACTIVITIES

1. Bounce the ball with different body parts, i.e., head, feet, knee.
2. Throw ball up and catch it before it bounces. Catch with two hands or one hand. Throw against wall and catch as it bounces off. Throw with both hands, or one hand or alternate hands. Throw against wall, and let it bounce before catching, or jump over it as it bounces off the wall onto the floor. Continuous bouncing.
3. Kicking and stopping or kicking against the wall then stopping.
4. Working with a partner.

PART III: *** APPARATUS

Children copy what the ball does. If it rolls, they must roll; if it bounces, they must bounce etc. Build up a sequence of three or four stunts with the balls.

Teaching Points:

1. Review qualities of good tuck roll.
2. Stress spacing, watch for neighbour.
3. Praise those who handle their ball without losing it and ruining others' practice.

References:

* Bilborough, A., Jones, P., Physical Education In The Primary School, pages 152 -71, (chapter on small apparatus work).

** Bilborough & Jones, pages 154 - 159.

*** Cameron & Pleasance, Education in Movement, page 48, (variety in use of small apparatus).

PRIMARY EDUCATIONAL GYMNASTICS

THEME: EXPLORATION: LARGE APPARATUS

MAIN EMPHASIS: Learning to handle apparatus. Safety is of prime importance - while students are moving apparatus and while they are on it.

PART I: INTRODUCTORY ACTIVITY

* Moving on two hands and two feet. Moving forwards, backwards, sideways, etc. Have them try another way.

** Teaching Point:

1. Keep heads up and eyes open to avoid collisions.
2. Do not continue with this activity too long as they tire easily.

ADDITIONAL ACTIVITIES

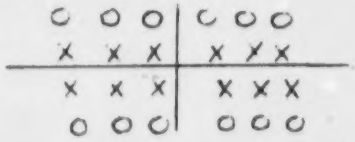
1. Running and jumping in the air. Swing arms to get height.

*** 2. Run with short steps, long steps. Combine the two.

3. Leap frog on the floor.
4. Leap frog over small apparatus.

PART II: MOVEMENT TRAINING

Moving apparatus - spend as much time on safety measures and handling as much apparatus as possible. Have children sit in section places.



1. Front row move mats out - It will take at least four children to carry a mat, preferably one child to each handle. Have them lift at the same time and carry it from point A (storage) to point B (floor) without dragging it. Do not allow children to step on a mat while others are trying to move it.

+ 2. Back row move benches out. Again at least four children helping to carry. When all are ready, lift and carry to place on the floor. Position children equally along the bench so that they support the weight equally. The bench needs to be carried, not dragged, and set down as quietly as possible.

Teaching Point:

1. Have children sit beside their apparatus after they move it - not on it.
2. Allow each section place to watch the others move their apparatus and comment on those who do it carefully and quietly. Praise the best group, but do not point out the worst except to offer suggestions on how they could improve.
3. This will probably take the whole period to move out and put away in storage area.
4. Emphasize safety features strongly. Point out the underlying principles of safety in the gym.
5. As they get used to handling equipment, they will become more efficient and organized and take less time.
6. In following lessons have them start to work as quickly as possible. i.e., as soon as their apparatus is in place.

ADDITIONAL ACTIVITIES

++ 1. Moving chairs.
2. Moving boxes.
3. Moving beet board.
4. Moving cave out from wall.
5. Moving beams.
6. Moving ropes.

References:

* Uses of Apparatus-Cameron and Pleasance, Education in Movement, page 23.

** Teaching Points - Bilborough and Jones, Physical Education in the Primary Grades, pages 133-135.

*** Kirchner, Cunningham, Warrell, Introduction to Movement Education, page 105.

\+ Rules for moving apparatus,- K.C.W. pages 52-53.

++ Development in Apparatus Work, Educational Gymnastics p. 17-18

PRIMARY EDUCATIONAL GYMNASTICS

THEME: EXPLORATION: PARTNER ACTIVITIES

MAIN EMPHASIS: Matching Movements. The children must learn to co-operate in using space when two people are involved.

PART I: INTRODUCTORY ACTIVITY

Have children run using space well and listening for signal to stop. Have them shift closer to someone they are already close to. This person will be their partner after they've been separated. Scatter and listen for signal to "find their partner" and sit down quietly. Repeat several times.

Teaching Point:

1. Emphasize being sensible; i.e., no crashing on purpose.
2. Good spacing - watch where they are going.
3. Discourage running in circles.

ADDITIONAL ACTIVITIES

* 1. Have children join hands, run anywhere in the gym, stop without leaving partner.
2. Run with partner, stop with certain parts touching, e.g., head to head, back to back, or hand to hand.
3. Shadow running. On stop command the front person turns around and tries to see if the other is still moving.

PART II: MOVEMENT TRAINING

Partners find space and sit beside each other. Have them matching each others' shapes by standing beside one another. Repeat several times until they understand what is meant by a matched movement. Take the class through a sequence so they get the idea of working with a partner in a sequence. For example, partners stand side by side with feet together. They are to take one jump, curl into a ball and do one tuck roll, slowly stretch and do one log roll. Return using sequence in reversed order; i.e., log, curl, tuck roll, stand, jump, end with feet together. Allow partners to make up sequence based on each others' ideas.

Teaching Point:

1. Stress matching movements at the same time.
2. Stress quality - really stretch, really tuck, etc.

ADDITIONAL ACTIVITIES

1. Sequence can be developed using any activity in any order.
2. Develop sequence around a piece of small apparatus.

Reference:

* Kirchner, Cunningham, Warrell, - Introduction to Movement Education, page 96.

PRIMARY EDUCATIONAL GYMNASTICS

THEME: SKILL DEVELOPMENT: TRAVELLING

MAIN EMPHASIS: Travelling in Different Ways. Make children aware of the many different ways of travelling.

PART I: INTRODUCTORY ACTIVITY

* All children in section places. Tell them they are to do everything that "Simon says". Simon says - walk slowly, quickly
run slowly, quickly
hop, one foot, two feet
gallop leaping high
slide forwards, sideways

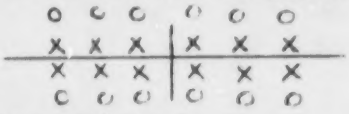
PART II: MOVEMENT TRAINING

Children find a space. Move close to the ground. Have them find another way to do it, and still another way.

Teaching Point: Find a child who has discovered an interesting way to move. Have
** the class watch him demonstrate and then see if they can all do it. Explore different ways of travelling. Some ideas are hands on floor, hands close to feet, hands away from feet, hands behind, feet together, feet apart, seat high, one foot high, two feet high, tummies high, on one side and with one hand glued to the floor.

PART III. APPARATUS

*** Children in section places. Back row get out mat and front get out bench. Discover as many different ways of moving across apparatus as they can. Allow 5-6 min. change with those in section places. Apply movement ideas from above to apparatus.



Teaching Points:
1. Praise group which gets its apparatus quickly and quietly and then
2. Watch for interesting ways and point them out to class.

ADDITIONAL ACTIVITIES

+ 1. Box - find different ways of moving across.
2. Chairs - find different ways of moving across.
3. Ropes - find different ways of moving across.
4. Climbing apparatus - find different ways of moving across.
5. Complex of several pieces - find different ways of moving across apparatus without touching the floor.

References:

* Kirchner, Cunningham, Warrell, - Introduction to Movement Education, pages 93-96, Educational Gymnastics p. 11-17.

** Additional Lessons and illustrations, - K.C.W., pages 177-185

*** Ideas for apparatus work, - K.C.W. page 94

+ Illustration, - K.C.W. page 94

PRIMARY EDUCATIONAL GYMNASTICS

THEME: SKILL DEVELOPMENT: SHAPES

MAIN EMPHASIS: Exploring shapes particularly wide and narrow and building a sequence.

PART I: INTRODUCTORY ACTIVITY

Play "Jack Frost" game. Have children run in "wiggly" patterns on the floor, freeze
* and make an interesting shape. Repeat several times making themselves as thin as a pin, as large as a house, as small as a mouse, as wide as a door, and give them a few free choices.

Teaching Point: Stress freezing quickly and holding the shape.

PART II: MOVEMENT TRAINING

Have children find a space on the floor. Guide them through discovering a variety of shapes. Have them stretch out as long and narrow as they can (on their backs, sides, stomachs), while they are lying
** down, sitting and standing. Then have them stretch out as wide as they can while they lie, sit or stand. Suggest they make the top half wide and the bottom half narrow, visa versa. Repeat making any part wide, and any part narrow.

Teaching Point: Pick out any interesting shapes or combinations of shapes.

*** ADDITIONAL ACTIVITIES

Try above, stressing shapes that are curled.

PART III: APPARATUS

Build a sequence of 3 wide shapes and 3 narrow shapes.

ADDITIONAL ACTIVITIES

1. Use any piece of small apparatus and make shapes over or around them.
+ 2. Work with a partner in making a wide and narrow shape sequence.

3. Work with a partner but contrast movements of wide and narrow.

++ 4. Large Apparatus - move along, up or down in a variety of shapes - jump off making shapes in the air (e.g., letters X,Y,L,T).

5. Make bridge-like shapes.

References:

* Illustration, Kirchner, Physical Education for Elementary School Children, page 464.

** Kirchner, P.E. for Elementary School Children, pages 474-478

*** Educational Gymnastics, page 34.

\+ Kirchner, pages 487-497; Kirchner Illustration 15.97 p.483; Kirchner, Illustration 15.98

++ Kirchner, Cunningham, Warrell, Introduction to Movement Education, page 72 (5.12); K.C.W. page 68 (5.4)
Kirchner, P.E. for Elementary School Children, pages 498-511.
Bilborough and Jones, page 109; Kirchner, page 485.

PRIMARY EDUCATIONAL GYMNASTICS

THEME: SKILL DEVELOPMENT: FLIGHT

MAIN EMPHASIS: Learning to control the body while in flight. Stressing the proper take-off and landing.

PART I: INTRODUCTORY ACTIVITY

Running and leaping over the lines on the floor. Land on one foot.

Teaching Points:

1. Aim for quiet running, height, and control during the leap.
* 2. Stress quiet, controlled landing with knees flexed to absorb the impact of landing.

ADDITIONAL ACTIVITIES

1. Vary the length and height of the leap.
2. Travel sideways and leap.
3. Hold partners hand, run, leap together.

Teaching Point: Children do not need to run too quickly, nor do they need a long run before they leap.

PART II: MOVEMENT TRAINING

Each child has a beanbag to explore the various ways of jumping over it. Guide them through jumping with a variety of "take-offs" and "landings".

1. 1 foot take-off-land on 2 feet.
2. 2 foot take-off-land on 1 foot.
3. 2 foot take-off-land on 2 feet.
4. take-off and land on same foot.
5. take-off and land on alternate foot.

ADDITIONAL ACTIVITIES

** 1. Vary types of small apparatus.
2. Jump in different directions.
3. Jump, moving their legs in the air.
4. Jump, making different shapes in the air.
*** 5. Jump, making different shapes when they land.

PART III: APPARATUS

Using a beanbag, make a pattern of leaping (5 or more leaps) back and forth across the beanbag.

ADDITIONAL ACTIVITIES

1. Benches - move on 2 feet along the bench, jump off, land and roll.

2. Benches - run, jump on bench, leap off, land and roll.

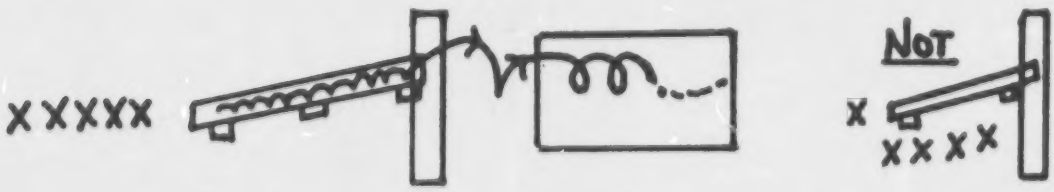
3. Ropes - swing on rope, leap off, land and roll.

+ 4. Storming - bench inclined on knotted rope
- bench inclined on another bench
- run up, leap, land and roll.

Teaching Points:

Stress safety while working on inclined benches, i.e.,

1. Children line up behind bench not beside it.



2. Check bench to see if it is safely balanced and won't tip.

References:

* Bilborough and Jones, Physical Education in the Primary School, ideas, teaching points, pages 90-98.

** Good ideas, Educational Gymnastics, pages 27-28.

*** Balloon Lesson,,Kirchner, Cunningham, Warrell, Introduction to Movement Education, page 123.

\+ Illustration, K.C.W., Introduction to Movement Education page 185.
Illustration, K.C.W., page 144.

PRIMARY EDUCATIONAL GYMNASTICS

THEME: SKILL DEVELOPMENT: WEIGHT BEARING

MAIN EMPHASIS: Supporting weight by balancing on various body parts.

PART I: INTRODUCTORY ACTIVITY

Running and stopping, balance on various body parts, e.g., freeze on your feet, 2 feet and 1 hand, 2 feet and 2 hands, seats, backs, seats and feet, one side, side and elbow.

Teaching Point: Make sure they stop, then balance.

ADDITIONAL ACTIVITIES

* 1. Stop, balance a beanbag on different parts of the body.
2. Move in different ways, stop and balance.

PART II: MOVEMENT TRAINING

Have children find a spot on the floor and balance on four parts. Find a new balance, but still on four parts. Find another. Repeat for balancing on 3, 2, and 1 part(s). Choose a favourite balance from each category so that the resulting sequence
** will consist of balances on 1, 2, 3, and 4 parts. Start with any balance and put them into a sequence so that they flow smoothly from one into another.

Teaching Points:

1. Stress slow movements to form steady balances.
2. Stress stretching toes, fingers, etc., when balancing.

ADDITIONAL ACTIVITIES

1. Balance using a hoop or beanbag. Have
*** 1, 2, 3, 4 parts touching the apparatus.
2. Sequence of balances with a partner.

PART III: APPARATUS 4 Stations

1. Benches - use both sides of the benches (wide and narrow) - find different ways of moving along benches and balancing.

2. Bench and Mat - travel along, moving on different parts, roll off end.

3. Chairs - moving on different parts, jump off and roll across mat.

4. Hoops - balance the hoops on various body parts - 5 different ways.

ADDITIONAL ACTIVITIES

Allow children to select small apparatus where children can explore any movements on their own.

References:

* Balancing activities, Bilborough and Jones, Physical Education in the Primary School, pages 112-113.

** Transfer of weight, Cope, Discovery Methods in Physical Education, pages 37-38.

*** Suggestions weight bearing on hands, Bilborough and Jones, Education in the Primary School; page 11;
Good ideas, Cameron and Pleasance, Education in Movement, page 40.

PRIMARY EDUCATIONAL GYMNASTICS

THEME: SKILL DEVELOPMENT: LEVELS

MAIN EMPHASIS: Teaching children to be aware their movements are made at a variety of levels.

PART I: INTRODUCTORY ACTIVITY

One hoop for each child. Run, holding a hoop with two hands, stop. Make hoop high, low and in between. Repeat several times.

* Teaching Point: Establish meaning for medium but only after they fully understand high and low.

ADDITIONAL ACTIVITIES

1. Think of different ways (either inside or outside of hoop) to hold the hoop with different body parts.

PART II: MOVEMENT TRAINING

Have children hold the hoop any way as long as it is low to the ground. Hold it in different ways as long as it is still low. Pick out your favourite way. Now, hold hoop any way as long as it is high. Ask if they can think of more different ways to hold it high. Choose favourite. Repeat at medium level.

Teaching Point: Encourage children to hold hoop using different body parts.

PART III: APPARATUS

Using hoops (individually). Join three favourite ways of holding hoop into a smooth sequence. They can start with the hoop at any level.

Teaching Point: To achieve a smooth transition from one level to the next, have them move slowly and deliberately.

ADDITIONAL ACTIVITIES

Allow them to have more than one example of each level.

Reference:

* Explanation of levels, Cope, Discovery Methods in P.E. p.49-50.

INTERMEDIATE EDUCATIONAL GYMNASTICS

THEME: ORIENTATION: SPACING

MAIN EMPHASIS: Spacing and Responding. The first one or two lessons should be devoted to creating an informal teaching atmosphere. Children should learn to change clothing, work independently before lessons begin and react to the normal speaking voice of the teacher.

PART I: INTRODUCTORY ACTIVITY

* 1. Begin lesson by introducing signal to stop.
2. Have them run in any direction and use signal. Repeat two or three times.
3. Repeat #2 and stress lightness. Repeat a few times.

Teaching Point:

** 1. Look to see that children are using all the available space and moving in all directions.
2. To encourage lightness, send one child out of the gym. Have him listen with his ears at the other door for the other children running quietly about the gym.

*** ADDITIONAL ACTIVITIES

If time allows the following suggestions may be used:

a. Have children change direction on command.
b. Have children change type of travelling. (Teacher directed hop, skip, jump, crawl.)
c. Have children change both direction and type of travelling on command.

Teaching Point: Stress lightness, using all the gym and no collisions.

References:

* Kirchner, Cunningham, Warrell, Introduction to Movement Education, ("Tails" - good for spacing) page 105.

** Bilborough and Jones, Physical Education in the Primary School, additional ideas on running, page 61.

*** Movement Education For Infants, (additional ideas of running without apparatus) page 40;
K.C.W., (good ideas on running and stopping with various parts touching the floor), page 453.

INTERMEDIATE EDUCATIONAL GYMNASTICS

THEME: ORIENTATION: SPACING

MAIN EMPHASIS: Same as previous lesson.

PART I: INTRODUCTORY ACTIVITY

* 1. Repeat Lesson 1 at a quicker pace.
2. Have children select a beanbag and find a spot on the floor away from anything and anyone else.
3. Give command to run in all directions, upon signal each must quickly return to his own beanbag.
4. Repeat two or three times.
** 5. Have children now, run in any direction and signal; each child must touch any beanbag.
6. Each time remove one or two beanbags.

Teaching Point: Make children aware of equal distribution on the floor.

ADDED SUGGESTIONS

1. Musical Hoops -
   a. Each child places hoop on floor (scattered). They are to run in all directions and on signal, they must quickly find a hoop to sit in. Repeat taking away one hoop. (Music can be used as signal)

Teaching Point: Make sure children do not touch hoops but squat inside them.

PART II: MOVEMENT TRAINING

1. Make sure each child has a beanbag (or any piece of small apparatus).
2. Ask the children if they can.
   a. only touch the beanbag with their ear?
   b. only touch the beanbag with their nose?
   c. only touch the beanbag with their elbow?
   d. only touch the beanbag with their chin?
   e. only touch the beanbag with their seat?
   f. only touch the beanbag with their knee?
   g. only touch the beanbag with their shoulder?
   h. only touch the beanbag with their toe/heel?

*** ADDED SUGGESTIONS

1. Use hoops in place of beanbags.
2. Zig-Zag running.

References:

* Illustration, Kirchner, Cunningham, Warrell, Introduction to Movement Education, page 7, figure 1.4

** K.C.W., Game, "Nine Lives", page 85.

*** K.C.W., additional ideas on hoops, page 79.
K.C.W., good for teaching point, page 41.

INTERMEDIATE EDUCATIONAL GYMNASTICS

THEME: ORIENTATION: LOG AND TUCK ROLL

MAIN EMPHASIS: Log and Tuck Rolls. To teach the child to roll using minimum and maximum space available and to make him aware of how to protect himself when he falls.

PART I: INTRODUCTORY ACTIVITY

1. Run in all directions and upon signal, lie down and make a long shape. Repeat making a "tucked" shape.

Teaching Point:

1. Make sure elbows are touching, and nose and head tucked into chest.
2. Repeat, alternating log and tuck.

PART II: MOVEMENT TRAINING

* "Log and Tuck Rolls". Teacher directed lesson on log and tuck rolls.
1. Find your place on the floor and show a stretched position. Choose a child who has arms stretched above head and point out to children.
2. Pose the question "Now can you roll?"
3. Have them roll until they come close to someone and then have them jump up and find another space and do another log roll. Repeat.
4. Repeat #1-3 procedure for tuck roll.
5. Combine both log and tuck rolls.

ADDED SUGGESTIONS

1. One person does log roll and jumps over. Reverse.
2. Also do tuck roll the same way.
3. Roll together and one leaps over other.

PART III: APPARATUS

1. With any of the following small apparatus i.e., beanbags, hoops, individual mats, string, etc., have children practise both log and tuck rolls; over, around and through one chosen piece of apparatus.

Teaching Point: Point out a child that combines both log and tuck roll fluently.

ADDED SUGGESTIONS

1. Make path with chairs or benches and have children roll between apparatus.
2. Have children log roll with hoop around waists.
3. Using string or skipping rope have children hold one end and log roll; winding themselves up. Reverse and unwind.

References:

* Kirchner, Cunningham, Warrell, Introduction to Movement Education, Illustration, pages 42-43 (excellent for explanation of log rolls)
K.C.W. page 50.

INTERMEDIATE EDUCATIONAL GYMNASTICS

THEME: ORIENTATION: FORWARD ROLLS

MAIN EMPHASIS: Learning different methods of rolling, exploring various directions and combining fluent movements.

PART I: INTRODUCTORY ACTIVITY

1. Each child takes a beanbag and finds his place on floor.
2. When you say "beanbag overhead" - children must log roll; when "beanbag into body" - tuck roll.
3. Ask the children to place the beanbag between their toes. In a crouch position with hands on floor see if they can throw the beanbag over their head? (donkey kick)

Teaching Point: Tuck chin to chest.

ADDED SUGGESTIONS

* "Rolling Dodge Ball"

PART II: MOVEMENT TRAINING

Forward Rolls. Teacher directed lesson on forward rolls.

** 1. Have child place beanbag between chin and chest, with arms extended. Ask children to take weight on hands, then try rocking in this position a few times. Next allow them to proceed at their own speed to make a complete roll.

Teaching Point: Note child who has good reach and that keeps knees together.

*** ADDITIONAL SUGGESTIONS

1. Ask them if they can find any other way of rolling.
2. For children who have good control have them forward roll over partner. (Dive Roll)
3. Roll in some floor pattern e.g., initials, triangles, etc.

PART III: APPARATUS

1. With the use of a variety of small apparatus (balls, hoops, beanbags, mats, skittles, skipping ropes, benches, etc.) the children can now experiment with the various ways of rolling using this equipment.

Teaching Point: Note the child who can combine the rolls smoothly. Praise here can be used as an incentive for the other children to try smooth movements.

+ ADDITIONAL SUGGESTIONS

1. Have children make their own obstacle course and roll through it. They must change their roll at each turn.
2. Roll to piece of equipment one way and move away using a different roll and going out in a different direction, i.e., spokes of a wheel.

References:

* Cope, Discovery Methods in Physical Education, page 32.

** Bilborough and Jones, Physical Education in the Primary School, page 105, (good for rocking)

*** Bilborough and Jones, page 106, (good for rolling)
Kirchner, Cunningham, Warrell, Introduction to Movement Education, pages 141-142, (teaching points on rolling).
Cope, Discovery Methods in P.E. pages 46-47 (additional ideas on rolling)

\+ Movement Education For Infants, pages 17-18 (additional ideas for moving around apparatus)

INTERMEDIATE EDUCATIONAL GYMNASTICS

THEME: EXPLORATION: BALL CONTROL

MAIN EMPHASIS: Ball Control. To be able to switch the ball from hand to hand smoothly and to explore movements using a ball.

PART I: INTRODUCTORY ACTIVITY

Let each child explore what he can do with a ball. Observe all the different ways he can use the ball, other than bouncing.

PART II: * MOVEMENT TRAINING

Ball Handling Skills.
Teacher-directed lesson handling the ball. Bounce ball with right hand, left hand and both hands.

Teaching Point: Keep head up, and allow the ball to come up to meet the hand. Note hand position. Palm should not touch ball.

ADDITIONAL SUGGESTIONS

1. Bounce the ball with different parts of the body (i.e., elbows, knees, head, etc.)
2. Use of ball as an obstacle to jump, arch, etc., over.
3. See if the children can start bouncing from the floor and work up to a high overhead bounce.
4. Reverse, start high and work down to low.

** 5. Catching - At this point have children practice catching the ball using the wall.

6. Ask them if they can throw the ball a different way? Have them try another way. Examples - Throw - underhand, overhand, through legs, turn and catch, one hand at the side, etc.
7. Travelling with a partner, running close together, throwing the ball back and forth.
8. Throwing and catching the ball different ways with a partner.
9. With partner, one rolls ball on floor while the other catches and then throws.

References:

* Kirchner, Cunningham, Warrell, Introduction to Movement Education, page 88, (additional ideas on ways to bounce the ball)

References (Continued)

* Movement Education For Infants, pages 43-46 (use of balls and development of skills)
Cameron and Pleasance, Education in Movement, pages 46-47, (additional ideas for small apparatus)
Bilborough and Jones, Physical Education in the Primary School, pages 157-158, (good for small ball practice)

** Bilborough and Jones, Physical Education in the Primary School, pages 158-160 (throwing and catching skills)

INTERMEDIATE EDUCATIONAL GYMNASTICS

THEME: EXPLORATION: LARGE APPARATUS

MAIN EMPHASIS: To learn the correct procedure for handling of all large apparatus.

PART I: INTRODUCTORY ACTIVITY

* 1. Because most children need practice in handling large equipment this can be made into a game as well as a learning experience. Example - four people carrying a mat with one riding.

PART II: MOVEMENT TRAINING

Introduction to Apparatus

** 1. Explain to the children what their tasks on large apparatus are. These are:
   a. to get on the equipment, one way
   b. to get off the equipment a different way.

*** 2. Divide the class into the number of groups according to your equipment.

3. Space groups through-out the gym. On command, have groups scatter and on signal see how quickly they can return to their groups.

PART III: LARGE APPARATUS

\+ 1. Allow a few minutes at each station to ensure that each child has an opportunity to experience all equipment.

Teaching Point: Station yourself in a central position.

ADDED SUGGESTIONS

If you find the children are a little hesitant at first, you can pose the following questions to start them thinking.

1. "Can you get on the equipment withoug using your legs? arms?"
2. "Can you get off your equipment by sliding?"

SUGGESTIONS FOR STATIONS

If a stage is available use it as a station. Also chairs and tables.

References:

* Movement Education For Infants, page 25 (the use of apparatus)

** Bilborough and Jones, Physical Education in the Primary School, pages 135-137 (teaching method for large apparatus)

*** Movement Education For Infants, page 16-17, (moving on large apparatus)
Kirchner, Cunningham, Warrell, Introduction to Movement Education, page 43, (explains more fully - group places, i.e., stations)

\+ Cameron and Pleasance, Education in Movement, page 41, (good ideas for travelling on apparatus)

INTERMEDIATE EDUCATIONAL GYMNASTICS

THEME: EXPLORATION: PARTNER ACTIVITIES

MAIN EMPHASIS: Combining movements with a partner and becoming aware of each others differences in timing or pace and ability.

PART I: INTRODUCTORY ACTIVITY

* "Follow-the-Leader": Choose a partner, and one becomes the leader. He must lead the other one, constantly changing direction and type of travelling. (i.e., skip, hop, jump, run, crawl, etc.) OR Repeat same format only a ball must be included, i.e., if leader bounces ball partner must bounce ball.

PART II: MOVEMENT TRAINING - Matching and Opposing

1. Have children choose a partner..
** 2. Ask them to lie side by side on their backs and from this roll from right to left.
3. Can they now do it together?
4. Have them now roll from left to right.
5. Pose the question "Can you sit up at the same time?"
6. At this point, see if they can repeat the same whole sequence together?
7. Ask the children to do one roll (any type) so that they begin and end at the same time.
8. Have them try to match another type of roll. "Can you combine these 2 rolls?"
9. Have the children make up a sequence of the rolls.
*** 10. Opposing - have #'s 1 do one type of roll, and #'s 2 must do an opposite roll (i.e., Partner 1 tuck, #2 log roll).
11. Type 2 or 3 variations.
12. Make a sequence of either opposing, matching, or a combination of both.

Teaching Point: Allow a few minutes at the end of the lesson, for those partners that would like to show what they have done.

References:

* Ruth Morison, A Movement Approach to Educational Gymnastics pages 74-81,(full explanation of partner work)

References (Continued)

** Illustration, Kirchner, Cunningham,,Warrell, Introduction to Movement Education, page 14, Figures 2.1 and 2.2

*** Cameron and Pleasance, Education in Movement, pages 40-41, (good ideas for partner work)

INTERMEDIATE EDUCATIONAL GYMNASTICS

THEME: SKILL DEVELOPMENT: TRAVELLING

MAIN EMPHASIS: Varying the mode and direction of travelling.

PART I: INTRODUCTORY ACTIVITY

* 1. "Tag". Similar to game of tag except "tagger" changes mode of travelling, i.e., if tagger crawls everyone must crawl.

Teaching Point: Start the game yourself and use an unusual way of travelling, i.e., crab walk.

OR

** "Couple Tag". This game is played the same as regular tag except the taggers (partners) must hold hands and everyone else is in couples and holding hands.

PART II: *** MOVEMENT TRAINING - Slide and Gallop

1. Ask "Can anyone show a slide?"
2. Choose a child that can do it well and have the rest copy.
3. Now that they know how to slide have them try it in a different way?
4. Have them pick a spot on the floor and slide away, around in front and behind it.
5. Follow the same plan and gallop.
6. Combine slide and gallop with a partner.

\+ 7. Vary direction of sequence, i.e., going in opposite directions and together changing directions.

ADDED SUGGESTIONS

1. Music is a good incentive to this lesson. "Cast Your Fate to the Wind", Sandpipers - "Guantonamara".
2. Arm movements must emphasize footwork, i.e., arms and legs move simultaneously.
3. Arms move in opposite time to legs.
   e.g., feet together - arms apart
   feet apart - hands clap
4. Travelling with different parts of the foot taking the weight, i.e., heel, toe, side of foot.

References:

* Cameron and Pleasance, Education in Movement, pages 38-39, (good ideas for travelling).

References (Continued)

** Cope, Discovery Methods in Physical Education, page 37,

*** Movement Education for Infants, page 15, (additional ideas for travelling)

+ Cameron and Pleasance, Education in Movement, page 38, (various ways of moving feet.)

INTERMEDIATE EDUCATIONAL GYMNASTICS

THEME: SKILL DEVELOPMENT: SHAPES

MAIN EMPHASIS: To make the child aware of two basic shapes that his body can perform, i.e., a wide shape and a narrow shape. With these two types of shapes, combinations on the floor or in the air are innumerable.

PART I: * INTRODUCTORY ACTIVITY

1. Introducing shapes of wide and narrow.
2. A quick-warm-up. When you call number 1 this means a wide shape, number 2 means a narrow shape, number 3 means a curled shape and also add just for fun number 4 - running on the spot.
3. First call out numbers in order, then mix them up quickening the pace.

ADDED SUGGESTIONS

A game that consists of running, stopping and making body shapes. The teacher calls letters of the alphabet and children must produce shape of letter with their body, i.e., T, S, I, X.

PART II: MOVEMENT TRAINING - Wide and Narrow Shapes

1. Have children scatter and lie on the floor.
2. Ask if they can show you a wide shape.
3. And then another one.
4. Repeat using a variety of wide shapes.
5. Have children in kneeling position and repeat #2 and #3.
6. In a standing position repeat all of above.

** 7. Ask children if they can combine the wide shape on the floor to kneeling to standing.

8. Reverse - go from standing to kneeling to floor.
9. Repeat whole procedure for NARROW SHAPE.
10. Combination, using both wide and narrow shapes.
11. Let child develop his own sequence on these shapes.

Teaching Point: Point out unusual shapes. Also start to look for quality (i.e., toes pointed)

ADDED SUGGESTIONS

1. With a partner, match shapes.
2. With a partner, do opposing, i.e., if one is wide, other one narrow.
3. In partner, one makes a shape and the other must get through it. Example, if a long, narrow shape is made, then the partner must squeeze through it.

References:

* Morison, A Movement Approach to Educational Gymnastics pages 92-93, (detailed explanation of shapes)

** Kirchner, Physical Education for Elementary School Children, page 474-475 (illustration of wide and narrow shapes.

INTERMEDIATE EDUCATIONAL GYMNASTICS

THEME: SKILL DEVELOPMENT: FLIGHT

MAIN EMPHASIS: It is important for the child to be made aware of the proper take-offs in all apparatus work, i.e., one foot take-off is good for handsprings while a two-foot take-off is necessary off a spring board.

PART I: INTRODUCTORY ACTIVITY

* 1. Children should be scattered throughout the gym.
2. Ask to see one type of jump.
3. Pose the question "Now, show me a different jump".
4. Have children run in all directions and on signal, they are to try one of their jumps.
5. They are to vary their jumps every time signal is given.

Teaching Point: Stress lightness in landing, bending of knees, taking weight on the balls of feet.

PART II: MOVEMENT TRAINING - One Foot and Two Foot Take-Offs

1. Ask a child to demonstrate a "one-foot" take-off.
2. Then pose the question "What would be a two-foot take-off?"
3. Let everyone run and show a one-foot take-off.
4. Again, with a two-foot take-off.

Teaching Point: Stress control in air.

5. Combination of the two take-offs.
   Examples:
   One-foot take-off with one-foot land.
   One-foot take-off with two-feet land.
   Two-foot take-off with one-foot land.
   Two-foot take-off with two-foot land.

ADDED SUGGESTIONS

** 1. Scatter benches (any small apparatus that is available - canes, skittles, etc.)
2. Have children vary take-offs and jumps over every piece of apparatus.

Teaching Point: Let each child move at his own pace, no signal given.

PART III: APPARATUS SMALL

Any piece of small apparatus could be used. Hoops will be used for this example. Each child is given a hoop. With this hoop have them show a sequence of jumping in, over and around hoop.

Teaching Point: Stress variety of jumps and flow of movement. Also allow time for individual sequences to be created.

ADDED SUGGESTIONS

1. Partners. One holding a piece of apparatus and the other jumping in a variety of ways over, around, etc., apparatus.
2. Jumping in different ways the length of a bench or lines of the floor.

References:

* Cameron and Pleasance, Education in Movement, pages 39-40, (additional ideas on jumping)
Bilborough and Jones, Physical Education in the Primary School, page 100, (ideas for additional introductory activities that will strengthen the feet.)
Kirchner, Cunningham, Warrell, Introduction to Movement Education, page 91 (additional ideas on introductory activity)

** Cope, Discovery Methods in Physical Education, page 96 (jumping on benches)

INTERMEDIATE EDUCATIONAL GYMNASTICS

THEME: SKILL DEVELOPMENT: WEIGHT BEARING

MAIN EMPHASIS: Making the child aware that he can take his own body weight on various parts of his body thus developing balancing skills.

PART I: INTRODUCTORY ACTIVITY

* Animals. Have children imitate various walks, i.e., crab, seal, duck, dog, elephant and bunny.

ADDED SUGGESTIONS

** 1. Children run in all directions and upon signal they must freeze and become a statue.
2. With a partner. One swings the other and as he lands, he must keep that position.

PART II: *** MOVEMENT TRAINING - Balancing Skills

1. Scatter hoops around gym.
2. Have each child sit inside a hoop.
3. Ask the children if they can put two parts of their body in the hoop and the rest out.
4. Pose the question, "Can you put a different two parts in the hoop?"
5. Repeat two or three times.
6. Follow same procedure for one part, three parts, four parts, etc.
7. Let child make up a sequence using a variety of parts in hoops.
8. Have some children show their sequence, and if time permits, let others (with these added ideas) improve on their own sequence.

ADDED SUGGESTIONS

Have children take weight on some part of their body, making either a wide or narrow shape.

References:

* Cameron and Pleasance, Education in Movement, page 40, (good ideas for weight bearing)

** Kirchner, Cunningham, Warrell, Introduction to Movement Education, page 130, (explanation of game STATUES.)

References (Continued)

** Movement Education For Infants, pages 20-22, (good for travelling and transferring weight).

*** Kirchner, Cunningham, Warrell, Introduction to Movement Education, page 30, (good ideas for use of hoops)
Cope, Discovery Methods in Physical Education, page 33, (different ways of balancing)
Movement Education For Infants, page 24, (combining weight bearing movements)

INTERMEDIATE EDUCATIONAL GYMNASTICS

THEME: SKILL DEVELOPMENT: LEVELS

MAIN EMPHASIS: Awareness that all body movements can be performed in three distinct levels, i.e., low, medium and high. This adds variety and appeal especially to partner or group work.

PART I: INTRODUCTORY ACTIVITY

1. "Merry-go-Round" - Have children choose a partner. One becomes the leader. He travels upright while his partner travels in a crouched position. They change simultaneously. Change leaders and repeat sequence.

Teaching Point: Make sure that children are moving in all directions. This effect should look like horses on a merry-go-round.

ADDED SUGGESTIONS

Music: Merry-go-Round theme.

PART II: MOVEMENT TRAINING

* Low, medium and high levels.
1. Have children find place on floor.
2. Ask them if they can put their feet in a LOW POSITION? A MEDIUM POSITION? A HIGH POSITION?
3. Ask them if they can use their WHOLE BODY and show a LOW POSITION.
4. Repeat procedure for medium and high position.
5. Divide class into groups of three's. Give each a number, one, two, and three. Number one's are low - two's are medium and three's are high. When number one is called, all one's take any low position. Similarly for two's and three's. Repeat a few times having a variety of positions.
6. Work as a group of three making a sequence of LOW, MEDIUM, and HIGH - with each person showing a different level.

Teaching Point: Watch for a smooth transition of levels.

ADDED SUGGESTIONS

1. Use tambourine as signal to take positions.
2. Also floor patterns can be made:
   a. circular, triangle, square
   b. lines
   c. zig-zag

References:

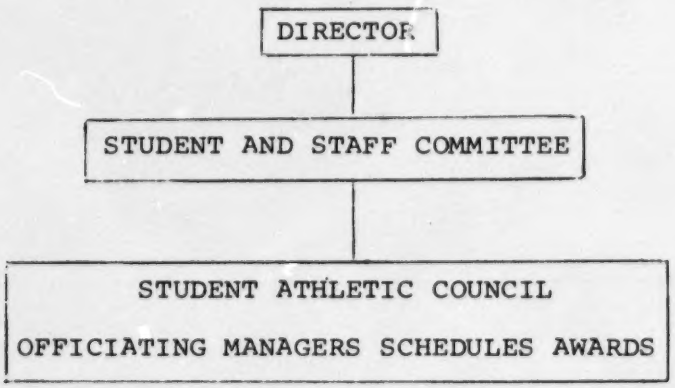
* Cope, Discovery Methods in Physical Education, pages 49-50, (explanation of levels)

SCHEDULES AND PROGRAM IDEAS

Intramurals

An intramural program should provide creative, challenging and enjoyable experiences for all children in the school. There should be a variety of individual, dual and group activities offered in the program. It is essential that these activities reflect the interests of children, be well organized and utilize all available facilities.

The organization of an intramural program should be structured so that willing and able personnel* assumes the responsibility of this activity. A director possessing teacher qualifications should provide the guidelines for the student executive in planning and administrating the intramural program. An example of such a structure follows:



* Normally teachers handle the intramural program as an integral part of the physical education program.

Teacher-aides, paid or voluntary, may also be involved in this program.

Program Responsibilities

Director - staff or administrator

- suggests rules and trains officials
- arranges schedules with student-staff committee
- directs the student committee in organization
- evaluation of program and student management and administration

* Student-Staff Committee - one for each administrative unit (e.g., house, class, etc.)

- give directions to House members and officials
- organize all special events.
- develop and post playing schedules
- maintain up-to-date lists of names for each administrative unit
- officiate in emergencies
- provide continuous evaluation and suggest necessary changes

Student Intramural Council - a number of representative students from each administrative unit.

Team managers, referees, scorers, timers, equipment managers, banner club, newspaper reporters, junior team coaches, primary class assistants.

Awards - The best type of awards in the elementary school are intrinsic in nature.

Point System - The major purpose of a point system is to generate interest and participation. There are many ways of promoting a close contest throughout the year. Wherever possible award points for participation and for a large number of winners. With respect to the latter point, award points for the first five or ten places in leagues or meets.

* It is recommended, wherever possible, that students undertake the operation of the intramural program under the direction of a teacher.

Program

It is recommended for intramural competition that many major games be modified.

In some instances LEAD UP GAMES may also be used for intramural competition. The key to a good program is VARIETY.

Leagues may include:

"5" a side soccer (indoor or outdoor)
2-pitch softball
half-court basketball
mini-lacrosse
floor hockey (stick or plastic)
Aussy rugby
flag rugby
bucketball
bowling
newcombe
flag-football
rounders
dodgeball
shinty
modified grass hockey

Plus other modified games.

Tournaments

Many of the above modified or lead-up games may be used in tournaments. In addition the following activities may also be used in various types of meets or tournaments.

swim meets
leg wrestling
quoits
battledore
bic races
punt-pass-kick
indoor and outdoor trackmeets
table tennis
cross-country runs
wrestling
chess
tetherball
archery
tennis
kite flying
squareball
shuffleboard
jacks
handwrestling
other combatives
badminton
tug-o-war
cricket (tin-can)
line soccer
pirates war
round-table
darts
golf
handball
horseshoes
tricycle and bicycle races
gymnastics
camping skill contests
hop scotch
marbles
two or three man basketball

Other Types of Activities

Contests to include:

talent contests
poster and short stories
spelling bees
mock trials
charity food collections
table games like checkers
blowfootball
tiddly-winks
poetry
cooking
debates
collection drives
clean-ups
chess
battleships

References:

1. Bucher, Charles, Administration of School Health and Physical Education Programs. C.V. Mosby

2. Bucher, Charles; Koenig, Constance; Barnhard, Milton; Methods and Materials for Secondary School Physical Education, C.V. Mosby

3. Fait, Gregory, Fait Gerry, Physical Education for the Elementary School Child, W.B. Saunders

4. Werner, George I, After School Games and Sports, Grades 4, 5, 6. C.A.H.P.E.R.

Extramurals

The extramural program is an area of physical education that requires experienced and willing staff sponsors. This program may be considered after a well-balanced instructional and intramural program has been established.

Since the aims of the extramural program parallel those of the instructional program, a conscious attempt should be made to provide a program that contributes to:

- good sportsmanship,
- student leadership and followership,
- co-operative effort, and
- quality in performance

Winning, characterized by elaborate record-keeping, extraneous awards in the form of cups, medals and other prizes, should be de-emphasized in this program.

The extramural program is usually organized by a group of teachers who plan leagues, initiate exhibition games and play-days, and other types of meets. The program should provide a variety of activities, and opportunities for children to meet with other children.

Leagues

Schedules and rules of play should be prepared and sent out to coaches of participating schools well in advance of the beginning of league play. An appointed league secretary carries out the duties of preparing schedules, maintaining records, arranging play-offs, and other specified duties. Considerations for the development of district league play may include:

- types of activities,
- equipment and facilities,
- referees and officials,
- standards of dress,
- awards,
- conduct and responsibilities of coaches, officials and players,
- insurance plan to cover injuries

For more enjoyment and participation in leagues, schools should have a host or hostess committee. Their duties could consist of showing the visiting teams to dressing rooms, gyms, and other school facilities, as well as providing half-time and between-game refreshments.

Exhibition Games

Exhibition games should be considered as relatively informal matches between two schools, and should provide an opportunity for children and teachers to become better acquainted. These matches may be used as a means of establishing new rules for existing games, or for introducing new games.

These extramural activities can also provide an opportunity to play inter-school games, to those students who would never be able to play in leagues or on skilled school teams. If several schools wish to play exhibition games they may use a different group of children each game to provide an inter-school competitive situation for a large number of students.

A cooperative rather than a competitive approach can be used by forming groups from both schools, to play for the sake of the game, rather than for the sake of the school.

Play Days

Play Days provide an excellent opportunity for children from two or more schools to come together to participate in a variety of games activities. Play Day programs place the emphasis upon participation rather than competition. One school does not compete agains' another, but rather teams are formed of boys and girls from several schools. Colours or other means are used to distinguish one team from another.

The Play Day can be organized so that older students may assume definite responsibilities - serving as group leaders, referees, scorekeepers, time keepers, and equipment managers. They must not, however, be deprived from participating in play activities unless they are working with younger groups.

Tri and Dual Meets

This type of meeting can be limited to one afternoon after school, or it can be drawn out much like a type of league play. Such activities as:

- indoor or outdoor track meets

School Exchange Visits

There is an opportunity for children to meet and share experiences in a variety of areas, which might include the following:

swimmirg,
gymnastics,
skating,
dance,
novelty track meets,
skiing

References:

1. Tillman Hall, J. School Recreation: Its Organization, Supervision and Administration, Burns and MacEachern

2. S.F.U. Sports Series. Track and Field for Intermediate Grades. Prepared by Mr. Dave Turkington and Dr. Glenn Kirchner, published by the Department of Physical Development Studies, Simon Fraser University, Burnaby, B.C.

3. Extra-Curricular Events for Elementary Schools. Reproduced by: Physical Education Branch, Department of Youth and Education, Winnipeg, Manitoba.

Perceptual-Motor Programs

A perceptual-motor training program is one of physical activities designed to modify human behaviour in terms of motor skill development. In the child's developmental sequence, motor skills are acquired first. Perceptual learning starts shortly thereafter but is, to a degree, dependent on prior motor learnings if perception is to be adequate. Much learning occurs through association of the new skill to skills already integrated in the individual, and in many instances the association is made from the perceptual task to a mastered motor learning. If motor learning during a child's preschool years has been faulty, this perceptual-motor match is often difficult for the child to make. Faulty motor patterns can be detected and can be rectified, and this may have a bearing on his readiness to cope with perceptual tasks. That any or all of these motor activities are related to or influence other developmental schedules in small children is still questionable; however, through a sound physical education-oriented perceptual-motor program, a child may experience any or all of the following:

1. A better self-image. Once a child feels good about himself from a physical point of view, his confidence can enhance his readiness for regular classroom learning.

2. Better peer group relations. The emphasis in the program is on individual progress; and, since the pressure of competition is non-existent, each child experiences some degree of achievement that he can share with his peers.

3. Improved performance in skills related to laterality, directionality, sequencing, fine and gross motor co-ordination, and balancing.

If a perceptual-motor program is offered by a school, it should not interfere with the regular programming of the Physical Education Program. In a perceptual-motor program the following principles should be considered:

1. Every child should be actively participating for the period.

2. Every child should be encouraged to improve his efficiency in performing a task.

3. The teacher's role is one of observation, analysis, prescription and encouragement.

4. Every child should learn to assume a share of the responsibility for his own and his peers' safety.

5. The content of a perceptual-motor program should provide for scope, sequence and progression in the activities, as is provided in the areas of games, dance and gymnastics in the regular physical education program.

If there is a need to provide a perceptual-motor program, in addition to the regular physical education and regular classroom activities, the following programs and readings might be considered;

Journals

1. Promotion: Volume 9, Number 1, March, 1969 - page 19
   Children with Language Development Difficulties?
   Mrs. Ethel B. Sharpe, teacher at Richard McBride Elementary, Vancouver.
2. CAHPER: August/September, 1966 - page 25
   Recent Research Findings in Physical Education - "Motor Skills and Learning", Tasso G. Christie, George Williams College, Chicago.
3. Journal of Learning Disabilities: Volume 2, Number 10, October, 1969 - page 8. Studies in Visual Perception and Reading in Disadvantaged Children, S. Alan Cohen, Education Department, New York.
4. American Journal Orthopsychiat, 40 (1), January, 1970 - page 30;
   Perceptual Training: Misdirections and Redirections, Lester Mann, Ph.D., Montgomery County, Pennsylvania.
5. CAHPER: August/September, 1969 - page 5.
   Current Concepts of Motor Learning: Implications for Teaching, G. Laurence Rarich, University of California, Berkeley, California.
6. Childhood Education: Volume 46, Number 5, February 1970 - page 239,
   Contrasting Views of Early Childhood Education,
   Celia Stendler Lavatelli

Newsletters

1. Croft Educational Services, Inc., 100 Garfield Street, New London, Conn., The Physical Education Newsletter:

   (a) Letter 20, Volume 13 - June 15, 1969. Pasco, Washington, Perceptual Motor Training Using a Learning Circuit.

   (b) Letter 7, Volume 14 - December 1, 1969. Perceptual-Motor Activities

   (c) Letter 2, Volume 14 - September 15, 1969. Elementary Movement Exploration.

Abstracts

The Personal Development Program at Macdonald School, Vancouver, Summer, 1969; Mrs. Patsy Scheer, B.S., Educational Research Instituite of B.C.

Magazines

Monday Morning, December, 1969 - page 28, Handicaps in Perception, Gladys Hamilton of Puslinch

Programs

1. Trangsrud, Helen C., Learning Circuit - Perceptual Motor Training Activities, B.C.T.F. Lesson Aids, 1968.

2. Eugene G. Roach, Newell C. Kephart, The Purdue Perceptual-Survey. Charles E. Merrill Publishing Co.

3. Perceptual-Motor Training Activities. A twelve page pamphlet of exercises and designs for walking board, templates, twist board, balance board and marble track, B.C.T.F. Lesson Aids, 1970.

4. Laterality Program, Pasco, Washington Perceptual Motor Training Using a Learning Circuit, 1969. Croft Educational Services, Inc., 100 Garfield St., New London, Conn.

5. Vallett, Robert, The Remediation of Learning Disabilities, Clarke, Irwin.

Appendix

Adventure Playgrounds

Introduction

The adventure playground concept is an exciting new development in many school districts throughout B.C. The idea of having a portion of the school ground set aside as a natural play area for children appeals to both teachers and students alike. Rather than try to explain "adventure playgrounds" in this supplement we would make reference to an article written by Mr. Gary Pennington from the University of British Columbia. This article may be obtained through the B.C.T.F. Lesson Aids Service.

Location

Many school districts in the Province have developed Adventure Playgrounds. A few of the districts in which one or more Adventure Playgrounds have been established are:

Coquitlam,
West Vancouver,
Vancouver,
North Vancouver,
Powell River.

Bibliography

1. Aaron, David and Winawer, Bonnie P. Child's Play. (Fitzhenry and Whiteside)

2. Butler, George D. Playgrounds: Their Administration and Operation, (Smithers and Bonellie)

3. Caillois, R. Man, Play and Games, (Collier-Macmillan)

4. Cratty, Brayant J. Social Dimensions of Physical Activity (Prentice-Hall)

5. Fredrickson, William, Planning Play Equipment. Recreation Volume III: 5, May 1965. Participants in National Facilities Conference, Planning Facilities for Health Physical Education and Recreation, Illinois, The Athletic Inc. 1956.

6. Hammarskjold, Dag., Markings, (Random House)

7. Johnson, Eileen, "Child's Special Place", The Vancouver Sun, Friday June 5, 1970.

8. Ledermann, Alfred and Trachsel, Alfred, Creative Playgrounds and Recreation Centers, (Burns and MacEachern)

9. Mosston, Muske, Teaching Physical Education, (Charles E. Merrill Publishing Co.)

10. Newcombe, Jack. "The Games Children Play" Life, Volume 68, Number 8, March 6, 1970.

11. Pennington, Gary, "Adventure Playgrounds have Proved Their Worth" The B.C. Teacher. September/October 1969.

12. School District #45, Coquitlam, B.C., R.W. Robinson, Progress Report on Adventure Playground, January 27, 1970.

13. School District #47, Powell River, B.C., J.P. Dallas, Playground Report Undated, report circa 1968.

14. Smith, Julian W., Outdoor Education for Lifetime Interests, Dimensions of Physical Education, (E.V. Mosby Co.)

15. M. Paul Friedberg, Playgrounds for City Children, (Association For Childhood Education)

Equipment and Supplies	Film
VANCO P.O. Box 126, 345 Burnett N., Renton, Washington 98055, Equipment Catalogue 970, Game Time Inc.	"I Never Seen Anything Like It" Audio Visual, Simon Fraser University, Burnaby 2, B.C.
From the Ground Up A book of ideas, for Pre-school equipment, Community Education Extension, Mary Holmes College, 203 West Capital St., Jackson, Missippi, 39201	"Adventure - Our Thing" Coquitlam School District
S.F. Scott Manufacturing Co. Ltd., 766-14th St., S.W. P.O. Box 567, Medicine Hat, Alberta, Canada, Phone - 526-4170	"Adventure Playgrounds" North Vancouver School District.
Playground Corporation of America, 29-16 40th Avenue, Long Island City, N.Y. 11101	SLIDES: Coquitlam School District.